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ABSTRACT

A 1979 Systems and Procedures Exchange Center (SPEC) survey investigated the development, management, and staffing of microform collections in Association of Research Libraries (ARL) member institutions. Survey results indicate that the major types of microform holdings are government publications, large publishers' sets, and back runs of newspapers. The kit comprises: (1) statistical results of 80 responses to the SPEC survey; (2) microform collection policies and procedures from Yale University, McMaster University, Princeton University, University of Notre Dame, and Pennsylvania State University; (3) planning documents from Pennsylvania State University, University of Nebraska, and Louisiana State University; and (4) descriptions of facilities and use including floor plans from University of Connecticut, Washington State University, Temple University, and Boston University; and results of and reports on user surveys and attitudes from New York University and Brigham Young University. The concise summary that introduces the kit focuses on collection characteristics and developments, managing and staffing microform collections, facilities and user acceptance, and trends and issues. (THC)

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Microform Collections

Kit 59

IR050936

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spec flyer
Nov.-Dec. 1979 # 59
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MICROFORM COLLECTIONS IN ARL LIBRARIES

Once considered valuable mainly as a format for rare or scarce research materials, microforms have become a major resource item of academic and research libraries. Microforms offer some benefits to libraries experiencing space and financial constraints: they require little storage room, they are inexpensive to produce and reproduce, and they preserve valuable material while making it available for use. At the same time, microforms present libraries with several challenges. They require special facilities and equipment, they can be cumbersome to use, some patrons tend to resist them, and frequently it has been difficult to provide bibliographic access to them. To gain a clearer sense of how ARL members are dealing with these and other issues, a SPEC survey on microforms was distributed in October 1979. The results and related documents are presented in this flyer/kit.

COLLECTION CHARACTERISTICS AND DEVELOPMENTS. According to the 1977/78 ARL statistics, microform holdings account for more than 33% of members' total materials holdings, and for some libraries the proportion is considerably higher. In at least one ARL library, the number of pieces of microform now exceeds the number of bound volumes. SPEC survey results indicate the major types of microform holdings are government publications, large publishers', sets and back runs of newspapers. Other often-acquired materials include back runs of serials and technical reports. In terms of usage, the more popular materials appear to be back runs of newspapers, current newspapers and college/university catalogs. It is interesting to note that while the catalogs rank last in terms of size of microform collection, they are rated third in terms of use.

The principal justification given by survey respondents for acquiring microform is that the materials are available only in that format. Other reasons given high importance include to complement and strengthen hardcopy collections with specialized materials, and to preserve material and avoid deterioration or mutilation of hardcopy items. Conservation of space and cost reduction, frequently assumed to be significant factors in purchasing microforms, are rated relatively low in comparison. Microform collection development policies, where they exist, typically relate to the instructional and research needs of the university. On the other hand, half the respondents indicate they have no written policy regarding microforms, suggesting that criteria or rationale for purchasing microforms may not be clearly formulated. In this same context two-thirds of the respondents indicate that the microform holdings are an adjunct to the hardcopy collection rather than parallel to it.

MANAGING AND STAFFING MICROFORM COLLECTIONS. Development of sound bibliographic access to microforms is a growing concern, since both the amount of material in microform and the variety are increasing. Government publications, technical reports, and extensive publishers' sets frequently must be handled differently and sometimes are issued without sufficient consideration of bibliographic access methods. In most research libraries, approaches to bibliographic access may

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include full and partial in-house cataloging, cataloging supplied by microform producers, annotated hardcopy indexes, and/or purchasing cataloging from other libraries. In spite of these various approaches, however, libraries indicate a need for improved tools and for greater cooperation.

In considering how ARL libraries organize microforms, survey returns indicate a three-way split in which some libraries centralize, others decentralize, and yet another group follows the pattern of centralizing a portion but also housing certain collections in separate locations or in departmental libraries. Many libraries cite a need for additional specially-trained staff, both for processing the material and for providing assistance to users. Of the 75 responding libraries, 14 have a full-time librarian assigned to microforms collections, and the vast majority do provide staff training in patron assistance--71 of the 77 respondents. A number of libraries indicate they expect to expand their microfroms.

FACILITIES AND USER ACCEPTANCE. Most libraries indicate substantial progress over the past few years in improving the facilities, environment, and equipment required for microforms: Many have acquired additional and better-suited space with special lighting conditions as well as substantially improved microform readers and printers. At the same time most report that considerably more needs to be done. While microforms were originally acquired in support of research, needs and uses apparently have changed. According to survey results, students are by far the heaviest users of microform, followed by researchers and instructional faculty. In terms of satisfaction with services, respondents report that users are most satisfied with staffing assistance, content of collections, and quality of microform. Least satisfaction is with reading equipment, availability of equipment, and location and design of the microform facility. Many libraries, however, report a decline in user resistance over the past few years.

TRENDS AND ISSUES. In this period of increased financial strains and tightened materials budgets, there is a growing emphasis on optimizing the usefulness of existing microform holdings through improved physical and bibliograhic access, while limiting the influx of new microforms to those materials that can be justified as significant to the instructional and research programs of the university. While the growth in number of microforms will likely continue, the vast majority of libraries indicate a strong concern for improving both bibliographic and physical access. Many libraries report they are strengthening their criteria for acquiring material, especially government documents and publishers' sets. In addition, many libraries are planning to develop acquisition and handling policies specifically for microforms. In addition to working individually to develop better bibliographic tools, libraries are looking to cooperation and shared projects as a way of improving control and access. One development which offers promise is a study being conducted by ARL to identify a variety of workable approaches to shared bibliographic control that member libraries will accept and support.

The Kit on Microforms (#59, Nov.-Dec. 1979, 114 pages) contains statistical results of the SPEC survey, five documents on policvies and procedures, three planning documents, and five examples of facilities and use. It is available for $7.50 to ARL members and SPEC subscribers and for $15.00 to all others, prepayment required, from: SPEC, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C., 20036.

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MICROFORM COLLECTIONS IN ARL LIBRARIES

KIT #59 NOVEMBER/DECEMBER 1979

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OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

August 28, 1979

RESPONSE REQUESTED BY:
SEPTEMBER 28, 1979

SURVEY IS BASED ON 80 RESPONSES

Name of Respondent____________________
Title____________________
Library____________________
Address____________________
Phone____________________

MICROFORMS IN ARL LIBRARIES

MICROFORM HOLDINGS

1. Of the library's total microform holdings, please indicate the relative size and use of the following (approximate percentages are fine):

APPROXIMATE PERCENT OF TOTAL HOLDINGS					APPROXIMATE PERCENT OF TOTAL HOLDINGS		AMOUNT OF USE			
1-25	26-50	51-75	76-100			Standard Deviation	HEAVY	MODERATE	LIGHT	UNKNOWN
64	12	1	0	Back runs of newspapers	13.73	7.83	56	12	4	2
73	4	0	0	Back runs of serials	8.83	9.88	24	31	17	3
59	16	1	1	Large publishers' sets	15.09	6.42	5	29	32	3
75	2	0	0	Current newspapers	5.05	7.14	46	13	6	1
76	1	0	0	Current serials	3.56	5.51	28	22	12	3
60	14	3	0	Government publications	16.74	4.40	11	36	20	2
70	5	1	1	Technical reports	7.73	9.57	10	12	24	8
77	0	0	0	Bibliographic/reference works	1.00	1.50	3	9	37	5
77	0	0	0	College/university catalogs	.88	1.77	41	7	3	3
76	1	0	0	Monographs	6.09	7.13	4	21	43	2
74	3	0	0	Other____________	3.77	7.57	11	9	6	2
				____________	____					
				____________	____					

001

Library ____________________

2. BUDGET (Approximate percentages are fine)

Standard Deviation		
4.65	4.40	% of total materials allocation spent on microforms in most recent annual budget period of ____________
4.49	3.46	% of total materials allocation planned for microforms in upcoming annual budget period of ____________

3. What percentage of the microforms collections is devoted to:
(approximate percentages are fine)

2.69	27.95	Humanities
4.44	39.66	Social Sciences
7.42	16.04	Physical Sciences
10.70	5.95	Other ____________________

COLLECTION DEVELOPMENT POLICY

4. Is collection development for microforms addressed in:
(check one)

3 a separate policy for microforms
18 a subsection of a comprehensive policy
39 no written policy
12 other ____________________

Library______________________________

5. To what extent are the following justifications for acquiring microforms a part of your library's collection development policy?

	OF MAJOR IMPORTANCE	OF SOME IMPORTANCE	NOT IMPORTANT
As an alternative to hardcopy to conserve space	22	49	4
As a way to preserve material and avoid deterioration/mutilation	44	31	1
As an alternative to hardcopy to cut costs and cope with budget restrictions	18	43	14
As an alternative to binding	19	45	12
Because material is available only in microform	53	19	2
As a way to complement and strengthen hardcopy collection with specialized materials	46	27	2
As a back-up for hardcopy (added copies)	12	42	21
Other____________________	2	2	0

6. How closely does the library's microform collection development policy and philosophy relate to the instructional and research needs of the university?

3 No Relation

16 Some Relation

49 Close Relation

4 Other________________________

Library ______________________

7. Would you characterize the microform holdings generally as: (check one)

17 paralleling the hardcopy collection

53 an adjunct to the hardcopy collection

7 other ______________________

BIBLIOGRAPHIC ACCESS TO MICROFORMS

8. Please indicate types of bibliographic access the library is providing for major microfilm holdings: (check as many as applicable)

58 Full in-house cataloging

51 Partial in-house cataloging

53 Rely on catalog cards supplied by microform producers

19 Purchase cataloging from other libraries

50 Annotate hardcopy indexes

7 None

19 Other ______________________

ORGANIZATION AND STAFFING OF MICROFORMS

9. Are microforms dealt with:

47 In a central microform unit

47 As part of other departments

If so, please list departments ______________

____

11 Other ______________________

10. Is a librarian assigned full-time to microform collections?

14 Yes

61 No If no, what other department is librarian a member of

____

Library________________________________

11. Number of professional librarians assigned to microform collections

.61 FTE

12. Number of support staff assigned to microform collections (include hourly and student help)

2.77 FTE

13. Does the library provide training for staff in

	YES	NO
Patron assistance	71	6
Care/handling of microforms	66	11
Servicing equipment	56	21

FACILITIES AND EQUIPMENT

14. Are microforms housed in:

34 A centralized location

48 More than one location

11 Other (specify)________________________

	YES	NO
15. Are relevant bibliographic access and reference tools located with microform collection(s)?	62	10
Are microform storage areas open to users?	54	16
Is reading equipment located in the same area as the microform collection?	73	2
Is the microform facility open the same hours as the library?	59	15
Does the library provide user instruction materials on microforms?	55	18
Are duplicating facilities available for users?		
Paper Copy	73	1
Fiche to Fiche	35	32
Other ______________	6	5

Library________________________

16. Upon what basis is equipment such as readers and printers purchased? Please rank, if more than one is applicable

		1st	2nd	3rd	4th
________	Based upon number of users	33	25	3	1
________	Based upon size of collection	1	12	18	1
________	Dependent upon budget	40	23	9	0
________	Other	2	3	2	1

PATRON USE OF MICROFORMS

17. What percentage of use of microforms is represented by the following: (may be based on studies, observations, user counts, etc.)

Standard Deviation		
9.78	12.02	Instructional faculty
10.65	54.88	Students
4.13	14.31	Researchers
9.16	8.16	External users
1.41	.36	Other________________________

Library________________________

18. Based on formal or informal user surveys, or on observations of users, how would you rank the following in terms of user satisfaction?

	Dissatisfied	Satisfied	Very Satisfied
Location and design of facility	14	36	21
Bibliographic tools - nature and availability	15	57	2
User instructions and signs	9	58	6
Duplication, copying, equipment availability	22	41	10
Availability of user stations/ carrels	7	49	17
Staffing assistance	5	47	22
Content of collections	2	53	19
Quality of microforms	5	61	7
Reading equipment	20	41	9
Other______________________	5	0	0

LIBRARY USE OF MICROFORM

19. What measurable benefits has the library obtained from the use of microforms in the following areas:

	NO BENEFIT	SOME BENEFIT	GREAT BENEFIT
Conserve space	1	36	37
Control costs	11	54	8
Preserve materials	1	38	36
Reduce mutilation	5	36	31
Enhance research collection	0	16	58
Other____________________	0	1	5

Library________________________________

20. Please indicate if the library uses microforms in any of the following applications?

	YES	NO
Reproduction of research and other materials for patron use	51	22
Reproduction of research and other materials for interlibrary loan	56	20
Preservation of newspapers or other materials not available commercially	63	13
Information storage and retrieval	22	49
Vertical file conversion	4	66
To record circulation or reserve transactions	14	57
As supplement to card catalog	33	39
As alternative to card catalog	12	58
Other____________________________	15	2

POLICIES AND PROCEDURES

GUIDELINES FOR THE HANDLING OF MICROFORMS
IN THE
YALE UNIVERSITY LIBRARY

Yale University Library
New Haven, Connecticut 06520
1978

Microform Committee

Gay Walker, chairwoman
Robert Balay
Lawrence Dowler/Mary LaFogg
Mildred Dugas
Regina McPartland
Elizabeth Patterson
Susan Steinberg

Subcommittees

Selection & Acquisition

Susan Steinberg, chairwoman
Anthony Angiletta
Elizabeth Hofsas
Linda McDonough
Regina McPartland
Elizabeth Patterson
Gay Walker

Physical Handling & Storage

Elizabeth Patterson, chairwoman
Janet Gergen
Mary LaFogg
Friedrich Mueller
Gay Walker

Bibliographic Control

Mildred Dugas, chairwoman
Anthony Angiletta
Robert Balay
Ruth Gay/Lawrence Dowler
Fanny Hsien
Elizabeth Patterson
Carolyn Small
Susan Steinberg
Gay Walker

Relations with Reprinters

Robert Balay, chairman
John Harrison
Mary Ellen Moore
Susan Steinberg
Gay Walker
Marjorie Wynne

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FOREWORD

On December 9, 1977, a seven member Microforms Committee was appointed by the University Librarian with the charge to produce guidelines for the handling of microforms in the Yale Library system along with recommendations for solutions to present problems associated with microforms. In order to concentrate on specific problem areas and provide the appropriate expertise in each area, four subcommittees were set up. The chairperson and at least one member of each subcommittee were drawn from the Microform Committee.

Subcommittees discussed the Selection and Acquisition of Microforms, the Bibliographic Control of Microforms, the Physical Handling and Storage of Microforms, and Relations with Micropublishers. The members of the last subcommittee found at once that hard copy reprint publishers use the Library's collections for the same purposes and in the same ways as micropublishers and so addressed the whole question of reprinting. That subcommittee became the Relations with Reprinters Subcommittee.

The Committee's Final Report was submitted on March 15, 1978 and an Implementation Report on June 28, 1978. Following a careful study of both documents the Microform Committee chairwoman, Gay Walker, and the Special Assistant to the University Librarian, Merrily Taylor, edited the many guidelines and recommendations to form this publication.

The Associate University Librarian has been designated the Reprint and Publications Coordinator for the Yale University Library system. In this capacity he is pleased to issue the Guidelines as policy to be followed. Committee members and the Coordinator are very much aware that this codification of policy will require additional interpretation and amplification as it is put into practice. The Coordinator encourages staff members with questions or recommendations for the improvement of procedures to communicate with him.

In closing, he wishes to thank all of the committee and subcommittee members for their months of thought and labor that resulted in this publication.

Donald B. Engley
Reprint and Publications Coordinator

November 1, 1978

GUIDELINES

I. The Selection and Acquisition of Microforms

1. General Remarks. The selection and acquisition of microforms is an integral part of Yale University Library's collection development process. A number of considerations influence and condition selection officers' decisions to purchase. The following findings and recommendations reflect current practices and represent an attempt to identify and resolve recurrent problems in the selection and acquisition of microforms.

2. Acquisition of Microforms Versus Hard Copy. The controlling principle in microform selection decisions is that content is more important than format as long as the format is usable at Yale. When a desirable item or set is available only in usable microformat, the question of microform versus hard copy does not arise.

   On occasion, titles are available for purchase both in hard copy and microform. Also, there may be consideration of converting titles from hard copy to microform. In such circumstances the economic and practical considerations are complex; one must consider the nature of the information to be stored as well as the preparation and maintenance costs involved. For example, the decision to purchase only microform of Australian newspapers was made after review of the excessive costs of air mail subscriptions and the excessive delays of surface mail subscriptions.

   2.1 Certain kinds of content may render a microformat unsuitable. Neither quick- nor high-use items such as reference titles, nor items with numerous illustrations where the quality and/or color of the illustrations are important are suitable for conversion into microformat, though the acquisition of such items may be unavoidable.

   2.2 A microformat can provide working copies of rare, delicate, or deteriorating library materials. It also may help discourage mutilation of individual items. A microformat, however, may not be acceptable for items which derive their object-value from their hard copy physical qualities, or for oversize items such as maps, charts, or folio works which require significant reduction for microfilming.

      2.2.1 While microfilm allows some flexibility in the size of items which can be copied, the standard 24x microfiche reduction ratio cannot copy any original items larger than 8.5" x 11".

   2.3 Selection officers should consider the way in which a microform will be used in deciding the kind of microforms to be purchased.

      2.3.1 Microfiche. Individual pamphlets, monographs, serial issues and other items under 50 pages in length easily lend themselves to this format. Fiche is easily updated

BEST COPY

or revised, inexpensive to copy and has the advantage of not tying up large numbers of documents on one fiche sheet. However, fiche may be less suitable for large serial runs; it can be easily misshelved or stolen and is prone to mishandling by users.

2.3.2 Microfilm. Large serial runs or other extensive documents lend themselves to this format which yields far fewer physical units to store and handle than would the equivalent item stored on fiche. It is still the most widely used microformat sold by publishers and is less subject to user mishandling once properly loaded on a viewer. While inexpensive to copy, it is difficult to revise or update and the use of one roll can tie up hundreds of documents.

2.4 Space On the average, microforms occupy 10 per cent or less of the space needed for the equivalent hard copy materials. With current periodical subscriptions, the purchase of microform rather than hard copy has a decisive economic advantage in the long run in terms of space saving.

2.5 Costs. Generally, commercial prices for microforms are approximately two-thirds less than those for the identical hard copy materials. However, considerable cost variances will occur due to internal collection decisions and commercial factors.

2.5.1 Serial binding costs may be greatly reduced or eliminated by the purchase of backfiles and current subscriptions in microform rather than hard copy. If each microfiche costs less than one-fifth the cost of binding the hard copy, or if each reel costs no more than five times the cost of binding the hard copy, then microforms will save money over the cost of binding the hard copy.

2.5.2 In many cases, micropublishers require that a current hard copy subscription be maintained in order to purchase the title in microform.

2.6 Hidden Costs. Microforms present difficulties unique to both their format and medium in selection, cataloging, storage, and servicing. When purchasing microforms, consideration should be given to the possible added costs of processing a non-eye-legible format, the cost of maintaining proper storage conditions, and the costs of purchasing and maintaining proper viewing equipment. These costs should be calculated when choosing between microform and hard copy.

2.7 Durability. Silver halide film is an archival quality medium which will last for a prolonged period of time (200+ years) under the proper storage conditions and if properly handled.

I. Selection and Acquisition

It is, therefore, an attractive medium for the preservation of deteriorated paper copies as well as for the acquisition of any titles meant for permanent retention.

2.7.1 If damaged, most microforms are relatively easy and inexpensive to replace.

3. In making decisions on the purchase of microforms, the primary concern of bibliographers and other selection officers should be the importance of the content of the microforms to the Library's collections. Such decisions, however, should be based upon the fullest information available regarding technical and bibliographic aspects of the microforms under consideration.

3.1 Most selections of microforms are made from publishers' flyers rather than review media such as Microform Review. As a selection tool, reviews, while providing more complete information on the content, technical features, and bibliographic aids, are a delayed medium. In addition, significant microform items and sets often do not receive reviews at all.

3.2 Where appropriate, selection officers should seek more complete information directly from microform publishers prior to the initiation of an order.

4. Microforms purchased should be in a form suitable for immediate use on the existing stock of reading equipment available in the Library and for long-term use in the Library's collections. This does not preclude the purchase of new equipment where necessary and feasible.

4.1 Full and current information on the Library's microform reading equipment and storage facilities should be available to selection officers to insure that materials purchased can be used.

5. For long-term use, silver halide positive film and silver halide fiche on safety base film are preferred. The standard preferred microformats are 35 millimeter positive microfilm and 4" x 6" microfiche (reduction ratios of 12x - 24x); 3" x 5" fiche are a variant but acceptable form. The "standard preferred microformats" may be varied when necessary (some technical reports, for example, are availble only on 16mm film). Additional acceptable reduction ratios are: 35 mm film = 10x - 14x; fiche = 24x - 48x. Sixteen millimeter film is acceptable only for original documents no larger than 8½" x 11½". All selection officers should adhere to these standards in considering microform purchases; if the publisher does not provide this information in his advertisement, steps should be taken to determine it before an order is placed (see 3.2 above).

5.1 When non-standard forms must be purchased to secure materials of compelling importance available in no other form, they should be converted to the preferred formats by Photographic Services. Certain non-standard formats are acceptable in certain units. These are exceptions and should be checked with the Microform Coordinator.

BEST COPY

I. Selection and Acquisition

5.2 The Acquisitions Department, using the standard price quotation form or a supplementary form as appropriate, should specify the Library's format and standards requirements to all microform suppliers. This specification should note that no other types are to be sent without prior notification. The form will be distributed to school and department libraries, who may wish to add their own further specifications.

6. In order to allow advance planning of processing time and storage required for housing microforms, bibliographers, area curators, and other selection officers should notify the appropriate service unit of major purchases (or those which may present other housing or service problems) at the time of ordering.

7. To provide maximum protection for microfiche as it moves from acquisition units to the final service point, suitable boxes should be purchased to allow acquisition units to place all fiche in these protective cases upon receipt. Service points will circulate the boxes back to acquisition units for repeated use.

8. Because of their unique characteristics, microforms require more extensive post-receipt inspection for film composition, technical quality, completeness of titles and physical damage than do hard copy materials. A routine examination of a representative sample of microform purchases should be done. (See III. 5.2 for inspection station description.)

9. With increasing frequency, microform publishers are producing sets made up of large numbers of serials and/or monographs focused on a particular subject or connected with a specific bibliography. Although such collections are frequently accompanied by catalog card sets, finding aids compiled for the particular set, or a previously existing bibliographic aid annotated to associate it directly with the microform, such cards and guides are often inadequate. In addition the internal arrangement of some sets is chaotic.

9.1 Bibliographers and other selection officers should obtain as full information as possible on the internal arrangement of the microform set under consideration and the nature and adequacy of its accompanying bibliographic aids. Where it is evident before purchase that bibliographic aids are seriously inadequate, such inadequacy should be carefully considered in deciding upon purchase since considerable additional work to upgrade finding aids or provide extensive analysis in cataloging may be required. The same criteria should be applied to microforms offered as gifts.

9.2 When the inadequacies of bibliographic aids become evident only after purchase, bibliographers and other library officers should employ all appropriate means, both of direct communication with publishers and indirect communication through library media, to publicize shortcomings, and, if possible, to secure their correction.

9.3 When a large microform set is of sufficient importance to warrant its purchase despite inadequate bibliographic aids, consultation between bibliographers, cataloging staff and Public Services staff should be undertaken as a regular routine to establish a time/cost estimate for the recommended degree of cataloging. This information should be presented to the University Librarian when approving expensive items in microform.

9.3.1 Microform coordinators appointed in each service unit and officially designated cataloging unit will facilitate such consultation. One Microform Coordinator will be designated for SML Cataloging. (See II. 4.)

GUIDELINES

II. The Bibiographic Control of Microforms

1. Bibliographic Records

1.1 Full sets of cards from all officially designated cataloging units will be filed in the Public Catalog which will then function as a union catalog for microforms.

1.1.1 The machine readable data base will include the records for fully-cataloged microforms.

1.1.2 In anticipation of freezing the Public Catalog, every effort should be made to catalog uncataloged microforms and to provide card sets for filing in the Public Catalog for any microforms not now represented there.

1.1.3 For the time being, government documents on microform held in the Sterling Government Documents Collection will not be represented in the Public Catalog.

1.2 The Microtext Room Catalog will contain main and secondary entries for titles cataloged for service by that collection.

1.3 Negative microform holdings used only for reproduction and stored in the central repository in Sterling will be identified in both the Public and Microtext catalogs. All negative master microforms will be identified in the union catalog.

1.4 Each officially designated cataloging unit will maintain or contribute to a shelf list for all microform materials which it catalogs.

1.4.1 A duplicate shelf list for the negative microforms in the centralized Sterling collection will be kept by the Publications Office.

1.5 Cataloging units will report microform holdings to the Research Libraries Group and to the proper Library of Congress unit or publication (National Register of Microform Masters, National Union Catalog, New Serial Titles, Newspapers in Microform, or National Union Catalog of Manuscript Collections) where appropriate.

2. Cataloging and Other Access Aids

2.1 Cataloging will be done only by officially designated cataloging units. The Catalog Department has procedures and practices for cataloging microforms which should be followed by cataloging units.

2.1.1 Authority control for names and subjects is essential for maintenance of the union catalog. For machine-readable cataloging records of microforms, the various MARC formats are used, i.e., books, serials, manuscripts, etc., with an identifying code for the type of reproduction.

II. Bibliographic Control

2.2 Content, not format, should determine priority for all library materials. It is stressed that priority microforms should receive the same attention in processing as priority hard copy, however inconvenient the former may be to handle and that if formate should not determine the "first priority," neither should it automatically move a title to the end of the line. Library staff should also be restrained in their assignment of priority levels, making sure that "RUSH" and "priority one" are restricted to cases where a genuine need exists.

2.3 Degree of Cataloging. Microform materials vary greatly in their size, the complexity and logic of their arrangement, and in the amount and adequacy of bibliographic access which the publisher provides. Different degrees of cataloging may be required by such widely different materials. When a large microform set is being considered for purchase, consultation on the appropriate degree of cataloging will take place between bibliographers, service personnel, and the Catalog Department Microform Coordinator (who will confer with other Catalog Department staff as appropriate). If an agreement is not reached through such consultation, the relevant facts will be presented to the University Librarian, who will make the final decision (see I.9.3).

2.3.1 A collection based on an established printed bibliography or on a comprehensive bibliography prepared by the publisher solely for use with the microform collection may be cataloged as a set with reference to the bibliography and instructions for locating individual items. If an index is provided by the publisher, reference will be made to it. If no index is provided, reel or fiche numbers will be added to a copy of the printed bibliography, or an index will be compiled locally.

2.3.2 Some collections will have catalog cards, provided by the publisher, for individual items. There may or may not be a printed bibliography as well. If cataloging in terms of entry, description, and subject approach conforms to established standards, consideration will be given to filing these cards in the catalogs; the microform set will still be cataloged as a unit. If cataloging is sub-standard (particularly as to form of entry) the cards will be turned over to the service unit where a decision will be made whether to interfile the cards or maintain a separate file. Cataloging for the microform set will refer to the card index.

2.3.3 If selected but extensive portions of a microform set are acquired, they will be cataloged as a set; catalog records will indicate inclusions in general terms and instructions will be given for location of individual items.

2.3.4 Cataloging a microform set as a unit with added brief cataloging for individual components for further access may be appropriate in such cases as the following.

2.3.4.1 Sets which have printed bibliographies may require subject analysis. When this is found to be the case, subject analytics should be prepared, referring to the set, the printed bibliography, or both.

2.3.4.2 For various reasons (e.g., collection development, ILL requests) it may be desirable to analyze titles in a given set. Author-title cards, or title cards for serial sets should be prepared.

2.3.4.3 Such cards should be filed in the Public Catalog, the catalog of the service unit, and the applicable authority file.

2.3.5 Full cataloging should be given individual titles of the following kinds.

2.3.5.1 Individual titles purchased separately and not affiliated with a set should be given full cataloging. Such items might include dissertations, serial runs, monographs, etc.

2.3.5.2 Individual or scattered items from a set will be cataloged as individual monographs or serials without consideration of the set as a whole. If necessary, added entries for the set can be provided. Cards should be filed in the Public Catalog, the local catalog, and an authority file.

2.3.6 Such microform collections as collections of scrapbooks, selected issues of newspapers or periodicals on a single topic, or pamphlets on a specific subject do not lend themselves to meaningful analysis. Such materials should be cataloged from the set title; if there is no set title, the cataloger should make one up. As much descriptive cataloging as is feasible will be included in the cataloging record. In some cases, a hand list of contents may be prepared, either by the cataloger or service unit, and catalog records should make reference to the hand list. Sets will be recataloged to cite hand lists if these are made up after the set is first cataloged.

2.3.7 Special Problems

2.3.7.1 Some microform collections have been filmed largely from Yale Library materials. In the process of production, some items are damaged or destroyed. When the Catalog Department is notified that this has occurred, the replacement, whether in microform or hard copy and whether acquired individually or as part of a set, will be fully cataloged in order to replace records for items destroyed or to provide supplementary records for titles whose use must be restricted.

2.3.7.2 Printed bibliographies or finding aids associated with a microform set will be cataloged for and shelved in the appropriate service unit.

2.4 Criteria for Assigning Degrees of Cataloging

2.4.1 Collections will be cataloged as sets when the following conditions can be met.

2.4.1.1 The set represents a discrete collection which can be readily identified as such.

2.4.1.2 There is an associated bibliography or finding list that gives adequate access to the collection (see 2.5 below for the definition of "adequate").

2.4.1.3 There is likelihood that a person searching for any given item in the collection would think first of accessing the collection as a whole. A key factor will be whether the collection existed as a recognizable entity before filming or was assembled by the publisher from several locations.

2.4.2 In other cases, consideration must be given to providing analytics.

2.5 The adequacy of bibliographies and finding lists referred to in section of 2.4.1.2 above will be judged by the following criteria.

2.5.1 The bibliography or finding list should detail the contents of the microform set, indicating omissions or additions.

2.5.2 It should provide full bibliographic descriptions for items in the microform set, including cross references, variant titles, and full imprint.

2.5.3 Indexes should be included to provide access by common searching approaches when the list itself does not provide this access.

2.5.4 It should provide a key that will take the reader from an entry in the bibliography to a specific location in the microform set; that is, to a reel number, specific fiche or microprint. The finding key should be numerical.

3. Classification

3.1 Existing classification schemes should be reviewed and documented; a list of those used at Yale should be kept by Sterling

Cataloging and the Microtext Room. School and Department libraries are urged to consider the standardization of their classification system.

The Microform Task Force (see II.5 below) will conduct the proposed review. Most service unit librarians are convinced that a new numbering system for microforms is essential, although clearly this would not be true for sets which already have a coherent and useful numbering system (e.g., ERIC).

Where new collections are developed or a more uniform system is desired, the following guidelines for classification shall be followed.

3.2 The classification system should be based on 1) location, 2) microform format, 3) type of original publications, and 4) a numerical sequence within these categories where appropriate.

3.2.1 Location. Collection or Library designation should be sufficiently specific to identify the location of microform material. Where possible, location designations already established by the Cataloging Department should be used.

3.2.2 Format. Designations for microformat should be:

Microfilm - Film open reel and cartridge, all sizes
Microfiche - Microfiche, all sizes
Microprint - Micropaques, all sizes

3.2.3 Type of Publication. Designations for type of original publication should be:

B - Monographs, book continuations
S - Serials, including newspapers
N - Negative monographs
NS - Negative serials

3.2.4 Numerical Sequence. Each cataloging unit should assign numbers in order of cataloging, in a straight accession number sequence. No union shelf list will be kept.

3.3 All microfiche, including those already in the collection, should be classified and individually labeled for improved retrieval. Labelling of new SML fiche will be done by the staff of the Microtext Reading Room. Pre-printed labels as described in 3.2 above will be utilized. It will be the responsibility of the Cataloging Department to assign a number to the first fiche in a set; successive numbering will then be the responsibility of the Microtext Reading Room staff. The retrospective labelling of existing fiche in the SML collection will be undertaken as a special project.

3.4 Items which consist both of hard copy and microform should be separated where possible and classified as individual monographs or serials. Where such separation is not possible, items should be classified according to the dominant form (hard copy or microformat) and stored in the appropriate microform collection.

4. Coordinator. One member of the SML Cataloging Department will be designated as the Microform Coordinator to facilitate interdepartmental consultation, to provide expertise, and to serve as a problem solver for queries from outside the Department. This individual should maintain awareness of the status of microforms in the cataloging process (consulting with those responsible for both monograph and serial microform cataloging) and serve as a contact person for staff members of other departments who wish to discuss microform problems.

5. Microform Task Force. An ad hoc committee (The Microform Task Force) will be appointed to investigate these specific questions: nature and extent of the Library's backlog in microform cataloging; survey of present microform classification schemes, and survey of present microform holdings to determine which sets now have adequate bibliographic access and which do not, and thus require some degree of access through the card catalog.

   The Task Force should also make an attempt to determine whether or not any other libraries, publishers, etc. have made detailed analyses of large microform sets and whether Yale might take advantage of such prior work.

   The six-member Microform Task Force is asked to complete its report by December 31, 1978.

   Continuing situations, or new questions regarding microform which may arise in the future, will be handled either through the existing library structure or by the appointment of specific ad hoc committees.

GUIDELINES

III. The Physical Handling and Storage of Microforms

1. The Microform Reading Area

1.1 The microform reading area should provide facilities designed both for the protection of microform materials and the comfort of users. Care and consideration should be given to the design of reader work stations, maintenance of microform hardware, lighting, humidity and temperature controls, and acoustics.

1.1.1 The Reader Work Station. Each reader work station should accommodate both a microform viewer and a lighted work space for patron use, occupying a total floor space of no less than 30 (optimum 40) square feet including space for seating.

1.1.1.1 Facilities for printing from microform typing and tape recording should be provided in larger microform reading areas maintaining more than five microform viewers. Typing and tape recording facilities should be separated from the general reading area and soundproofed.

1.2 Microform Hardware. Microform viewers should be maintained in operating condition and inspected and cleaned on a routine basis.

1.2.1 Operating instructions and controls should be marked clearly on all microform viewers.

1.3 Lighting. Adjustable independently controlled incandescent or fluorescent room lighting should be used, ranging between fifteen and twenty footcandles.

1.3.1 Wide variations in the level of natural light should be avoided and should not interfere with the screen image of microform viewers. Windows which let in sunlight should be fitted with curtains or shades.

1.3.2 Auxiliary low-level lighting should be provided at each reader work station.

1.4 Humidity and Temperature. Constant maintenance of humidity and temperature levels is necessary for the protection and preservation of microforms.

1.4.1 Relative humidity levels should be stabilized between 40 and 60 per cent for positive service copy microforms.

1.4.2 Temperature levels should be stabilized between 65° F and 75° F for positive service microforms and patron comfort.

III. Physical Handling and Storage

1.5 Acoustics. The microform reading area should be acoustically treated to reduce noise from microform viewers and required conversation of patrons and staff.

1.5.1 Carpeting should be installed to reduce both noise and dust levels.

2. Storage of Positive Service Microforms

2.1 Microform storage areas should be designed both to protect service microforms and to provide quick access to and control over the collection.

2.2 Environment. A stable environment suitable for prolonged but not necessarily archival storage of service microforms should be maintained.[1] Protection from fire, water, light, biological and chemical damage is necessary to promote optimum conditions for the preservation of service microforms. The Microtext Reading Room facilities will be improved as funds permit.

2.2.1 Relative humidity levels should be stabilized between 40 and 60 per cent.

2.2.2 Temperature levels should be stabilized between 50 F and 75 F.

2.2.3 Provision should be made for protection from fire and water damage. Air should be filtered to reduce the circulation of impurities which may promote biological and chemical damage.

2.2.4 Indirect independently controlled artificial light adequate for use should be provided. Windows which let in sunlight should be fitted with curtains or shades.

2.3 Location. Although centralized microform storage and reading facilities are recommended, microform collections which form an integral part of specialized library units may continue to be maintained independently.

2.3.1 Storage areas for service microforms should be located as close to their point of use as is possible. Storage areas separate from microform reading areas are recommended but where this is not feasible, microforms should be stored in conditions described in 2.2 above.

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[1] For storage requirements see the American National Standard on the Practice for Storage of Processed Safety Film (ANSI PH1. 43-1976 or the latest revision thereof).

III. Physical Handling and Storage

2.4 Control. If a self-service microform storage area is maintained, all microforms should be reshelved by Library staff.

2.5 Space. Sufficient allowance for growth should be planned. One hundred 35 millimeter microfilm reels require three cubic feet (5.8 linear shelf feet) of storage space, not including aisle space. One hundred microfiche sheets require 2" x 4" x 6" storage space, not including file guides and reinforcing dividers.

2.5.1 Stackable and other steel film cabinets should be used for storage of service microfilms.

2.5.2 Service microfiche and micropaques should be stored in steel drawer units or self-enclosed plastic or acid-free boxes.

2.6 Storage Accessories

2.6.1 Individual reels of microfilm should be stored in acid-free closed containers to prevent exposure to dirt and other physical damage. Film should be wound tightly, but not under extreme tension, on plastic reels. Use of rubber bands or tape should be avoided and acid-free button-string ties used when necessary.

2.6.2 Microfiche should be individually stored in acid-free envelopes or covers. Microfiche should not be filed under high pressure. Necessary file guides and reinforcing dividers should be acid-free.

2.7 Physical Maintenance. Microforms should be cleaned after use (and the date noted) as an ongoing maintenance routine in the Microtext Reading Room. School and Department libraries should establish procedures for using the station when necessary.

3. Storage of Negative Master Microforms

3.1 "Negative master microforms" shall refer to all microforms of a negative polarity which may be used to generate positive service copies, paper copies, or are designated as insurance or security copies.

3.2 Environment. The environment of the negative microform storage area should be archival (see note 1., p. 13) The SML central negative storage area will be renovated as funds permit, or re-housed.

3.2.1 Air conditioning and filtration are necessary to provide archival storage conditions. A relative humidity of 30 per cent is recommended. A temperature of 65° F or less is recommended, but in no case should it be allowed to rise above 70° F.

III. Physical Handling and Storage

3.3 Lighting. Indirect independently controlled artificial light adequate for use should be provided and activated only for retrieval purposes. If fluorescent lights are used, they should be coated or fitted with plastic sleeves to cut ultra-violet light radiation. Windows which let in sunlight should be coated or permanently curtained.

3.4 Location. Negative microforms should be stored in an aboveground vault area with minimal association with heating or water pipes. The vault should be fireproof. Those negative master microforms from all units which are not already stored under archival conditions will be stored in the centralized repository in Sterling Library. When archival conditions are achieved for the centralized repository, all negative master microforms will be deposited together.

3.5 Control. All negative microforms should be in a restricted area with no circulation allowed. These microforms are to be used only to generate copies.

3.6 Space. Sufficient allowance for growth should be planned. One hundred 35 millimeter microfilm reels require three cubic feet (5.8 linear shelf feet) of storage space, not including aisle space. One hundred microfiche sheets require 2" x 4" x 6" storage space, not including file guides and reinforcing dividers.

3.7 Storage Accessories. For archival storage the conditions cited in 2.6 should be met. Plastic microfilm reels should be free from peroxides and care should be taken to assure that films of different chemical composition are not wound on the same reels or stored in the same containers.

All negative microforms held in the central repository will be placed on plastic reels, relabeled and repackaged in acid-free boxes and secured with acid-free button-string ties or mylar tabs where needed. This retrospective repackaging will involve approximately 2000 reels of film and will be carried out by the Microtext Room and Photographic Services staff.

4. Microform Production

4.1 Materials to be filmed should be presented camera-ready for filming. Materials intended for Yale's microform collections should be prepared following those specifications established by the Library of Congress.[2]

4.1.1 Collation and editorial preparation of materials intended for Yale's microform collections should include special instructions, bibliographic target information, card catalog copy when available, and notice of incomplete holdings. This preparation should be done prior to submission by all University units requesting microfilming.

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[2] See the specifications described in the U.S. Library of Congress' Specifications for the Microfilming of Books and Pamphlets in the Library of Congress (1973 or the latest revision thereof).

4.1.2 Notice concerning restrictions in reproduction or copying of material should appear in every frame of the microform.

4.2 In-house microform production for preservation or commercial purposes shall follow recommended technical and editorial procedures to conform with general regulations established by the Library of Congress and the American National Standards Institute.[3]

4.2.1 Only silver halide safety film should be used in the production of archival quality microforms. Use of diazo, vesicular or other film bases for archival purposes is not acceptable.

4.2.2 Exposed film should be processed and inspected for quality, density, and resolution according to current testing procedures established by Sterling Library's Photographic Services Division.

4.2.3 Only heat-weld splices should be used. Use of cellophane or pressure-sensitive tape is not acceptable.

4.3 The negative master microfilms for all complete Yale-owned items filmed by the Photographic Services Division will be retained by the Library for preservation purposes.

5. Microform Processing

5.1 Inspection, repackaging and labeling of all microform purchases should be considered a routine part of Sterling's Technical Services' processing of materials for reader use. Officially designated cataloging units (such as Historical Manuscripts and Archives and the Divinity Library) which currently prepare microforms for reader use independently of Technical Services may continue to do so.

5.2 Inspection. A spot check of new microform purchases for quality and consistency should be done on a routine basis prior to cataloging and labeling for reader use.

5.2.1 A central microform inspection and repair station for on-going maintenance will be established within the

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[3] Ibid. See also the specifications described in the American National Standard on Specifications for Photographic Film for Archival Records, Silver Gelatin Type, on Cellulose Ester Base (ANSI PH1. 28-1976 or the latest revision thereof).

Sterling Microtext collection and will be available for the use of other departments. This station will include:

a.	4x-10x hand magnifier	$ 5.00
b.	Light box inspection kit	154.00
c.	Heat welder (for splices)	1400.00
d.	Film rewind	37.00
	TOTAL:	$1596.00

5.2.2 Microforms should be inspected for image quality (resolution), density, film base, under- or overexposure of film, scratches, tears, or other marks and abrasions, and proper winding of reel film.

5.2.3 This inspection should be done at the point of receipt, the Acquisitions Department for SML. On a weekly basis, trained Acquisitions staff should take a representative sample (10%) of that week's microform acquisitions to the Microtext Reading Room microform inspection station for examination.

5.2.4 A list of micropublishers should be maintained by inspection staff; statistics on the quality of their products based on inspection should be made available to selection officers in all library units. Bibliographers and other selection officers should be informed if micropublishers' products are found to be unsatisfactory. Damaged or otherwise unacceptable films should be returned for refund or replacement.

5.3 Repackaging. Acceptable standard microformats are 35 millimeter microfilm and 3" x 5" to 4" x 6" microfiche packaged according to the specifications cited in section 2.6 above. Whenever possible, microforms not meeting these specifications should be converted to an acceptable format, spliced, remounted on plastic reels, and placed in acid-free boxes, envelopes, or covers as needed.

5.3.1 Unusual microformats which cannot be integrated into the collection even through repackaging may require special bibliographic and physical handling. These items should be dealt with according to established guidelines, but where no guidelines exist, items should be handled on a case by case basis through consultation between Technical and Public Services staff and the appropriate bibliographers and curators.

5.3.2 When roll microfilm arrives in the Library in small strips and without being on a standard reel, the Acquisitions Department will splice on a leader, where necessary place the film on a reel, and box it.

In some cases, microfilm is received in boxes or metal cans which are unacceptable to the Library but which carry labels essential for identification and cataloging. When this is the case, Acquisitions will not tamper with the container as received but will pass it through to Cataloging, where the film will be repackaged in acid-free boxes. It will be the responsibility of the staff of the Microtext Reading Room to transfer the film from metal to plastic reels, should this be required.

5.3.3 An undetermined amount of roll film was received as described above (in unspliced "bits and pieces") and is stored, several strips to a reel, in the Microtext Reading Room. As a one-time off-season project, these strips should be identified, spliced, and the boxes properly marked.

5.4 Labeling. Each microform occupies a unique place in any collection and requires a number for retrieval and storage purposes. Specially designed non-smudge microform labels with preprinted location designation should be used. Essential information such as catalog entry, call number, reel or fiche number, inclusive dates, film polarity, etc., should be included on the labels as applicable.

5.4.1 Microfilm. Pressure-sensitive adhesive labels should be used for marking all microfilm boxes which do not display an adequate entry. The Catalog Department will produce and apply a typed label in such cases. These labels should be horizontally oriented on the box edge(preferrably unflapped) and essential information such as catalog entry, call number and dates typed on. (See Appendix A for sample design of label.)

5.4.1.1 If multiple titles are included on a reel, only the film call number, reel number, and collection title should be listed on the edge label. A brief author/title listing for each title should be included on the broad side of the microfilm box.

5.4.1.2 When a microform box already displays acceptable entry information printed by the publisher in a viable location, the Cataloging Department will indicate the correct call number for the material when sending the microform to Preparations; Preparations will mark and affix the permanent call number label.

5.4.2 Microfiche. Thin pressure-sensitive adhesive or mylar labels should be used for marking all microfiche. Each microfiche, including multiple fiche within a single title, should be marked with prepared labels placed directly on the fiche itself, not on its envelope. The envelope, however, should be marked with the Library's identification stamp.

5.4.2.1 Labels should be pre-printed and typed and include both call number and fiche number within each title sequence.

6. Microform Information

6.1 Those staff members most involved with the production and servicing of microforms (the librarian in charge of the Microtext Reading Room, the Head and the Assistant to the Head of Photographic Services will be responsible for monitoring developments in the field of microform hardware, handling, and acceptable storage accessories.

6.1.1 As part of their responsibilities, these staff members will serve as an education and information clearinghouse for all library units. All units are encouraged to contact these individuals for the latest information on microform hardware, handling and storage accessories, and for copies of relevant ANSI and Library of Congress publications on microform handling and storage and, where needed, operating instructions for microform hardware. Concurrently, these individuals are urged to keep up-to-date on developments in the field, to exchange data with one another, and to disseminate information to other library departments when necessary.

6.1.2 These staff members may serve as consultants in the selection of approved microform viewing equipment.

COLLECTION DEVELOPMENT POLICY

GENERAL POLICIES BY FORMAT

JULY 1978

A number of general policies exist relating to the different formats of library materials. Congruent to these are location policies, (developed during 1977/78) which ensure that criteria are applied with uniformity in decisions regarding the physical location of, for example, bibliographies, periodicals, rare books, etc. etc., once the material has been acquired.

The following policies for format of material have general application, unless there is specific indication to the contrary in any of the ensuing departmental collection policies.

I. Books

The greatest part of the Library's collection is in the form of monograph books. It is expected that this emphasis will continue for the foreseeable future, at least in the Humanities, and probably in most of the Social Science areas. It is possible that some of the Social Sciences will increasingly acquire periodicals but even so, it is doubtful that they will approach the Physical and Natural Sciences in this regard, where periodicals form the major part of the collection.

The Library acquires books, (including reprints) from all countries, in all of the world's major languages, and from the Sixteenth Century onwards.

Attempts are made to acquire the best binding possible from the aspects of durability and function; only rarely are fine bindings acquired. A large percentage of the paperbound books that are acquired come principally from Europe where hardbound books are often not available. These are bound by the Library if usage makes this necessary. Also, multiple copies of reserve books acquired for the Reserve Reading Room are often acquired in paperback.

At least one copy of all text books that are being used as course texts, and often other major texts as supplementary reference works are usually acquired. It is not the intent, however, for the Library to provide students with their text books. We do not usually acquire programmed texts, answers to questions, workbooks, instructors' manuals, or synopses.

Microforms

A. The Library may purchase microforms, in lieu of paper copy:
   1. to obtain working copies of scarce, rare, or very expensive books, journal sets, or manuscript material.
   2. to obtain material available in no other form, such as rare books, archives or out-of-print material.
   3. to provide material which in paper copy would consist of very large volumes, such as newspapers, and which are more conveniently housed and used in microform, or material so voluminous in its original form as to make paper copies impractical or highly expensive to store and service, especially if such material is expected to be seldom used.
   4. when the microcopy is clearly superior in research value to original copies due to the existence of special indexes, unique filing or subject retrieval systems, or up-dating services.

B. When both microform and paper copy are available, microform shall be preferred if:
   1. the paper copy is significantly more expensive than the microcopy. If paper copy is twice the cost of microform, the price differential would automatically be considered significant.
   2. if the paper copy is greater than 20 volumes, or approximately one full shelf in size.
   3. if the title itself is more than 20 years old. This would apply more in Social Sciences than in Humanities, but even in Humanities age should be given some consideration.

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4. if both the Library and the academic department recommending the title agree that it would be used very infrequently.
5. if, in the judgment of the Library, the paper copy would be subjected to mutilation; for example, book review journals.

C. In the case of some journal titles, the Library may wish to obtain current issues in paper copy, but receive and house complete volumes only in microform. The following types of journals would be considered here:
   1. title of which only the current issues are used frequently
   2. titles with a history of severe mutilation or theft
   3. weekly or bi-weekly news or current events journals, which result in many large volumes each year.

D. Other considerations:
   1. The availability of indexing. Journal titles or report series which are indexed in periodical index services, government indexes, or have separate index volumes are more easily accessed and therefore more suitable for holding in microform than material which is not separately indexed.
   2. Illustrations, art reproductions, etc. Material which is useful primarily or largely due to the inclusion of graphic displays, illustrations, and the like, should not under ordinary conditions be acquired in microform.
   3. Quality of micropublication, known location of original copy, and suitability of the material to the format are additional considerations.
      a) Quality of the micropublication itself - the quality controls exercised by the manufacturer - is a difficult issue. Until adequate standards become universal, the productions of established and reliable publishers are to be preferred, and productions of new or unknown companies should be acquired only if adequate guarantees of quality and replacement of defective items can be assured.

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b) In the case of rare books or archival materials, knowledge of the location of the original material is an advantage to scholars who may have to view the original to compare it with variant copies, determine textual or physical details, etc.

c) Suitability of format. The material may be issued in one of several microformats. It must be determined that the format used is suitable to the material; for example, newspapers are usually issued on film because of their voluminous and sequential nature. Pamphlets, however, may be more easily used on fiche.

Microforms Division

I. General Collecting Guidelines

A. General purpose

The general purpose of the Division is to provide proper housing and reading equipment for materials in microformat which are acquired to support the needs of students and faculty of Princeton University.

Generally speaking, the Microforms Division collection parallels the general collection, and is subject to the same parameters governing each specific subject.

While we do not usually house materials which belong more appropriately in a specific subject collection, e.g., Music, Afro-American Studies, Biology, etc., nonetheless we do not discourage those libraries from acquiring materials in formats they cannot properly use due to the lack of appropriate reading equipment. In these cases, materials are housed in the Microforms Division.

B. Types of material collected and excluded

Collected:

Microfilm: 35mm, black and white or color
Microfilm with reduction ratios in the 16x to 30x range are acceptable. Where a choice exists, positive microfilm is preferred over negative. Where a choice exists, silver halide film is preferred over diazo and vesicular.

Microfiche: 105mm x 148mm (4" x 6"), black
and white or color
Microfiche with reduction ratios in the 17x to 48x range are acceptable. Materials produced at ranges higher than 48x are not acceptable. Where a choice exists, positive microfiche is preferred over negative. Where a choice exists, silver halide film is preferred over diazo and vesicular.

Micro-opaques: 3" x 5" Microcard
6" x 9" Microprint
Microfiche: 3" x 5"
These materials are purchased only when necessary to complete a set if the contents are not available in any other format.

Excluded: microfilm: 8mm, 16mm, cartridges, cassettes; aperture cards; jackets; microstrips; ultrafiche.

C. Other factors

Large microform sets are purchased only when bibliographic information is available or can be furnished by the Catalogue Division for individual monographs, serials or other bibliographic units within the set. Catalogue cards which conform to Anglo-American cataloguing rules and/or printed guides which indicate reel numbers, as well as other pertinent bibliographic information, are acceptable.

All materials should conform to microform standards or specifications (American National Standards Institute, National Micrographic Association, etc.).

The location of the hard-copy indexes and guides to the various microform collections is determined by their contents. Generally speaking:

1. Reel guides are located in the Microforms Division.
2. Guides containing reel and/or bibliographic information are located in General Reference, the Social Science Reference Center, or other appropriate locations.

In some cases, it may be necessary to purchase two copies of an index and locate one in the Microforms Division. In all cases, however, each decision is made in consultation with the selector, reference librarians, and microforms librarian.

The following elements are peculiar to microforms and are taken into consideration when selecting materials in microformat: reduction ratios; film stock; size and type of microform; polarity; standards adhered to; availability of reading machines; use to be made of the microform -- archival (journals) vs. expendable (college catalogues).

University of Notre Dame

MICROTEXT READING ROOM
SERVICE PROCEDURES MANUAL
MARCH 1979

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MICROTEXT READING ROOM
SERVICE PROCEDURES MANUAL

The Microtext Reading Room is for the use of the Notre Dame, Saint Mary's and Holy Cross students and faculty. Patrons other than the above mentioned are permitted to use the facilities when there are machines available.

Opening Procedures

1. The keys to the Microtext Reading Room are located in the wooden file cabinet in the back section of the Collection Management Department on the first floor. They are in the drawer marked with a red tape, first column, fourth drawer down. There is a yellow shoehorn attached with the words "Microtext Reading Room". The larger key opens the main door as well as the typing room. The small key opens the desk. Inside the top left hand drawer of the desk are two keys hanging on a tack. The silver one is for the telephone and the gold one is for the printer.

2. To properly set up the room to be ready for patrons, the following steps should be taken:

   a. Pick up the keys at the Collection Management Department.

   b. Unlock the Microtext Reading Room Door.

   c. Turn on the first three (3) rows of lights leaving the rest off for micro-users.

   d. Unlock the typing room. The lights are left off unless someone is using the area.

   e. If the small round security lights along the side wall over the readers are not on, call the Security Department to have them turned on.

   f. Check that all machines are in working order. If anything can be done immediately about an out of order machine, it should be done at this time (e.g. light bulbs.). If nothing can be done immediately, an "Out of Order" sign should be placed on the machine. Student assistants should not attempt work on a machine, but should notify the supervisor or clerical staff.

g. Check for microforms that need refiling in the return baskets. Always start the day with clean baskets.

h. Complete any photocopy requests that are unfilled. Complete these before accepting any new requests.

Definition of microforms, arrangement and location in the Microtext Reading Room

The Microtext Reading Room houses three types of microforms. Each type is listed below with a brief description.

Microfilm-	16 and 35 millimeter. Over 3/4 of the microfilm collection is on 35mm film. Microfilm on reels was one of the first microforms available. It is popular because large quantities of information may be stored in very little space. It also provides a high measure of file integrity where information is added continuously in sequence and updating is infrequent.
Microfiche-	3"x 5" and 4"x 6". Microfiche is a sheet of film containing multiple micro-images in a grid pattern. Microfiche may contain from a few to several hundred images on one fiche.
Microprint- (Opaques)	6"x 9"-Similar to microfiche in configuration, micro-opaques are, as their name implies, images on opaque stock. Therefore images may be stored on both sides. This is the only microform that we can not make photocopies from because unlike microfilm and microfiche where transmitted light is used for blowback, opaques must use reflected light.

All microforms housed in the Microtext Reading Room are kept seperated by the type of the microform.

All 6"x 9" microprints are shelved on the shelving units toward the south half of the room. Included in the 6"x 9" microprints are collections such as: Landmarks of Science and Landmarks II, Early American Newspapers, British Sessional Papers, Early American Imprints, and Three Centuries of English and American Plays. (For arrangement and access to these collections refer to the *Guide to the Collections on Microform* notebook.

All microfilms have been assigned an accession number. So someone looking for a particular item such as a *New York Times* would simply locate the microfilm number by looking the title up in the card catalog. The number being 5, they would than locate that number on the shelves by following the range cards that have been posted. The microfilms are filed both on shelving units like the microprint and in cabinets after the shelves end. They are located toward the center of the room where the microprints leave off. All of the microfiche in the Microtext Reading Room are filed in the microfiche cabinets on the other side of the film cabinets. They are arranged first by collection, such as Annual Reports, NewsBank, ERIC and HRAF, then by size 3"x 5" and 4"x 6". All microfiche cabinets are clearly marked as to which collection they belong to, with the exception of the cabinets marked only 3"x 5" and 4"x 6". These cabinets house materials filed first by size and than by author or title. Anything in the card catalog that has 3"x 5" or 4"x 6" in the upper left hand corner, and is not a part of any of the above mentioned collections will be located in these files as they appear on the catalog card.

Service to Patrons

The Microtext Reading Room is basically a self-service operation, providing the patron is familiar with all of the procedures and use of the machines. Photocopy service is the only exception. The attendant's responsibilities are, therefore, to instruct patrons on the use of the room, make photocopies by request and keep accurate statistics of patrons and materials used.

1. It is usually obvious when a patron first enters the area, whether or not he will need assistance. There are three general areas in which new patrons should be instructed concerning use of the area.

    a. Helping to locate the needed material is the first step in instructing a new patron. Generally, have them use the card catalog or the Microfilm Listing of Periodicals, Journals and Newspapers which is located on the top of the free standing index shelf (please note the information on the introductory page of this listing). Everything housed in the Microtext Reading Room is listed in the card catalog by either author or title. Each card in the card catalog will give either a microfilm number or a microform size (i.e. 3"x 5", 4"x 6" or 6"x 9") in the upper left hand corner.

    If the item is a microfilm, explain the arrangement of the shelves and cabinets. Point out the range cards to facilitate locating items by microfilm number. In most cases, the patron requiring a periodical or newspaper will already have a date or volume and page citation to find within a microfilm number. Indexes to some items are available in the Microtext Reading Room (ex. The New York Times, Wall Street Journal and the London Times). Some collections on microfilm have special indexes or reel guides available. Information on these can be obtained from the Guide to The Collections on Microform, located on the free standing index shelf.

If the item is microfiche or microprint, help the patron determine whether it is a single item or a part of a collection. Single items listed in the card catalog by author or title are filed in the cabinets marked just 3"x 5" or 4"x 6" as they are listed in the card catalog. In the case of collections, (ERIC, NewsBank, HRAF, etc) information is needed involving internal arrangement and indexing. This information is available in the Guide to the Collections on Microform (located on top of the free standing index shelf). This guide will also indicate the type and size of the microform. Refer to page two for assistance in locating collections in the Microtext Reading Room.

Having located the item, tell the patron to remove only the particular parts he will need. This specifically applies to items in the gray microfilm file boxes. There are six reels of film in each of these boxes and only what is needed should be removed. Upon removing any 3"x 5" or 4"x 6" material, "Out Cards", which are available in both sizes on top of the cabinets, should be put in its place in the file.

b. Once a patron has the material needed, you will have to show him how to use the appropriate machine. Don't just set him up- explain what you have done so he can do it himself the next time. Show how to thread or load the film or fiche. Show how to shift images and focus. All of this information is in the machine manuals located on the top of the supply cabinet in the back of the room. Be sure to tell patrons to properly rewind film when finished.

c. Before leaving a student to do his work, fill him in on the rest of the procedures. Tell him not to refile anything, but to place it in the baskets on top of the cabinets or on the front desk. This is also a good time to inform him that if he wants photocopies of anything, he will have to fill out a request form that is available on top of the free standing index shelf and on the front desk. These are to be presented to the attendant, completely filled out with the material to be copied.

2. Photocopy service is a major task in the Microtext Reading Room. All requests must be accompanied by a properly filled out form. This is copyright regulations. It is usually handy to leave the printer in the on position, but switched to standby when not in use. This cuts out the warm-up time necessary when the machine has been off. The machine manual is inside the left hand side of the printer itself. This tells all of the details of operation, as well as how to reload paper. Photocopies are made in half or full sheets. It's best to tell a patron what the charge will be before making a whole series of copies. Encourage patrons to leave requests with the attendant and return for finished copies later. When business is slow and no one else is in need of assistance, requests can be completed on demand. At busy times, interruptions may cause much delay in filling immediate requests. All wasted copies are placed in the box labeled for that purpose. (located underneath the printer) These are counted before disposal to be used in profit and loss figures. Always be sure that the printer is locked when the area is left unattended.

3. While working in the Microtext Reading Room you are expected to keep two types of statistics:

    a. Patron Statistics-anyone entering the Microtext Reading Room to use the area, other than to just sit and study, is marked on the statistics sheet kept on the top left hand side of the desk. The patrons are marked down according to the time they entered the area. (use stick figures) If the patron required assistance from the attendant on duty, they would also be marked in the required assistance column. Examples of required assistance: assisting patrons in locating materials, assisting in the proper use of the equipment and making photocopies.

    b. Materials used Statistics-after the patron has finished using the material it is to be returned to the basket on the front desk or the baskets on top of the cabinets. The patrons are not to refile any microforms after use. The attendant on duty has the responsibility of refiling all materials used during the hours they are on duty. Before refiling any materials however, the attendant must first record all microforms used on the statistics sheet kept on the top left hand side of the desk underneath the patron statistics sheet. The count of microforms are recorded on the statistics sheet by type of collection.

Example: ERIC, Periodicals, Newspapers, Annual Reports etc. (again use stick figures). The statistics for materials used is kept on a monthly basis and will be totaled and posted at the end of each month.

Leaving the Area

When leaving the area either to cover another area or to go on a break make sure to:

1. Turn off and lock the printer.
2. Lock both sides of the desk.
3. Take the keys with you.
4. Post a sign on the desk: "will return in ____ minutes or "Assistance available at ....
5. Make sure to return to close the area at the proper time. (See closing procedures on this page.)

Closing Procedures

1. Fifteen minutes before the closing hour, turn off and lock the printer. If it has been on continuously throughout the evening, it will require the time to cool down. Never leave the area until the fan on the printer turns itself off. Even if the power button is off and the lock is in the off position, the fan will remain running until the machine cools down. Any requests for photocopies after the machine has been turned off will have to be completed the following day.
2. If you have kept the materials counted and refiled as they were returned, you should have enough time left to refile what is returned before closing. All microforms are to be counted and refiled before leaving the area.
3. Announce the closing of the area at least five minutes before the closing hour. This will give you time to cover the machines and to make sure they have all been turned off. All machines are to be covered before leaving the area.
4. Make sure you lock the printer and the telephone. Place the two keys back on the tack in the left hand side drawer.
5. Lock the door to the typing room. Make sure the light has been turned off.

6. Turn off the lights in the area. (The security lights, and one of the lights in the third row from the door, will remain on).

7. Lock the Microtext Reading Room door.

8. Return the keys to the drawer in the Collection Management Department.

Position Description

Pennsylvania State University

Title of Position: Library Assistant - Microforms Reference

Classification: Staff Nonexempt

Department: Library

Function of Position:

Responsible to the Microform Reference Librarian for the operations and reference service in the microforms section of the Humanities and Social Science Department.

Principal Duties and Responsibilities:

1. Hire, train, evaluate and supervise student and wage payroll employees. Also, direct the work of part-time employees during evening and weekend hours.
2. Schedule full and part-time staff on public service desk.
3. Oversee section's wage payroll budget. Make effective staff recommendations and reports as required.
4. Assist patrons in locating information in the microform collection through the use of the card catalog and bibliographies. Refer more difficult questions to supervisor.
5. Demonstrate microform readers and reader-printers to patrons.
6. Advise clerical and part-time staff on the handling of reference inquiries and/or problems.
7. Provide bibliographic search assistance in the preparing of subject guides to the microform collection. Supervise and assist in the compilation of reel guides.
8. Prepare various statistical reports based upon records of acquisition, user requests, circulation and other activities and services of the microform section.
9. Initiate and develop ideas for departmental displays and exhibits.
10. Assist supervisor with instructional sessions. Give individual orientations to graduate students at their request.
11. Assume responsibility for area in absence of supervisor.
12. Perform other duties as assigned.

Supervision:

Under general supervision, employee proceeds following standard library practices but may refer complex reference questions.

Minimum Qualifications:

A Baccalaureate degree or equivalent, and up to one year of effective library experience, preferably in an area of reference service is required. Proficiency in at least one foreign language is highly desirable.

THE PENNSYLVANIA STATE UNIVERSITY

CLERICAL JOB DESCRIPTION

Job Title: Clerk A	Job Code No: 13-512-28-05
College or Department: University Libraries - Microforms Reference	Supervisor: Head, Microfilms Sec.
Location: Pattee Library	Date of Evaluation: October 26, 1977

ime % Function:

Under the general supervision of the Head, Microform Librarian, perform the following duties:

1. ASSIST patrons in locating information in the microform collection through the use of the microform card catalog and bibliographies. PROVIDE information or REFER. DEMONSTRATE microform readers and/or reader-printers.
2. MAINTAIN corporation report collection. CHECK-IN, INSPECT, VERIFY corporation names using standard sources. PREPARE, SHELF-LIST and CATALOG cards for additions or changes. CROSS REFERENCE as required. Refer problems to Business Reference Librarian or Microform Librarian. SUPERVISE the refiling of the corporation reports. INVENTORY collection as directed.
3. ANNOTATE microform bibliographies with reel or fiched numbers. COMPILE reel guides and checklists of the microforms collections lacking adequate access. VERIFY information on microforms in standard bibliographic tools. KEYPUNCH or TYPE microform bibliographic projects.
4. TYPE correspondence, reports, forms, etc.
5. FILE microform publishers catalogs.
6. Occasionally DIRECT the work of part-time employees.
7. PERFORM other duties as assigned by supervisor.

Information Supplied By: Pontius, Allen, Minshall

Analyst S. H. Eriksson

[illegible]

CLERICAL JOB DESCRIPTION

Job Title: Clerk A	Job Code No: 13-512-09-05
College or Department: University Library	Supervisor: Head, Microforms Section
Location: Pattee Library	Date of Evaluation: November 3, 1977

Time % Function:

Under general supervision, perform the following duties:

1. ASSIST patrons in locating information in microform collection through the use of the card catalog and bibliographies. PROVIDE information or REFER.
2. INSTRUCT patrons in the use of microform reader and reader-printer.
3. MAINTAIN microform readers and reader-printers. PERFORM minor repairs; CONTACT service representative when necessary. TRAIN student employees to do simple repairs and bulb changes. OVERSEE the routine cleaning of the equipment by student employees. MAINTAIN records of repairs and accounting records on coin-operated equipment.
4. CHECK-IN new and continuing microforms and indexes. TYPE temporary entries for new microforms. INSPECT new materials received from technical services; CLAIM missing and/or defective microforms.
5. PERFORM collection maintenance activities; LABEL cabinets, RELABEL microfilm boxes, MAKE minor shifts in the collection; OVERSEE refiling of microfilm, microcard and microfiche collections (except for corporation reports); periodically PARTICIPATE in inventory of the collection, REFILE microprint collection.
6. PREPARE monthly and term statistical reports as requested.
7. PERFORM minor repairs to microforms. ORDER replacements for damaged material; MAINTAIN appropriate records.
8. TYPE correspondence, reports, forms, etc.
9. INVENTORY and ORDER supplies as necessary.
10. PERFORM other duties as assigned by supervisor.

PLANNING DOCUMENTS

Pennsylvania State University

9/28/78

Subject: Mission, objectives and goals of the Microforms Section.

Mission:

The Microforms section's mission is to assist patrons to make use of the library's large microforms collection. This collection includes book, journal, newspaper, oral history, manuscript, and archival materials in a variety of microformats. Microform staff public service activities vary from machine-use demonstrations to answering reference questions. Essential back-up activities include collection maintenance, machine repair and cleaning, filing of micromaterials and catalog cards, annotation of bibliographies, and the training and supervision of full-time and part-time student and non-student microforms staff members.

Objectives:

1. To collect microform materials to support the instructional and research needs of students and faculty members.

   Goals:

   A.) Collect and organize a collection of microform publisher guides.
      1.) weed out out-of-date and superseded guides. Write for new guides.
      2.) check lists of micropublishers and write for missing catalogs (annual).
   B.) To collect acquisitions tools relating to microforms. (*Guide to Microforms in Print*, *Subject Guide to Microforms in Print*, *National Union Catalog of Microforms Masters*, *Microforms Review*, etc.)
   C.) To notify appropriate faculty and library fund administrators about the publication of new microform collections and of older collections likely to be of interest.
   D.) To maintain desiderata lists of microforms projects for end-of-the-year purchase consideration.
   E.) To keep records of materials asked for at the microforms information service desk, but not available.
   F.) Maintain a file of microforms on order, based on copies of order slips received from the acquisitions staff in serials and monograph acquisitions. Plan for the housing and public service of those collections before they arrive in the library.
   G.) Analyze various collection areas and suggest changes (titles to be dropped and added).
      1.) continue annual newspaper use study.
      2.) evaluate Newsbank.
      3.) evaluate continuing periodical collection.
   H.) Develop an acquisition statement for the purchase of microform materials, Statement will emphasize film types (silver or Diazo), format (film and fiche, not opaques), and access (reel guides, and/or catalog available) (short term)

2. To collect bibliographies, guides, and indexes to microforms collections.

   Goals:

   A.) To collect reference tools, reel guides, bibliographies, and indexes for microform collections owned by the library.
   B.) In some instances, collect reel guides for collections not owned by the library. This would allow faculty and graduate students to borrow microforms by interlibrary loan. Examples of reel guides in this category which are either inexpensive or free are those of the National Archives and of the National Historical Manuscripts Commission.
   C.) To collect professional books relating to microforms or microform reading equipment.

3. To provide and maintain the microform collection and the physical facility and equipment needed to use the collection.

   Goals:

   A.) To improve the conditions under which microforms are stored.
      1.) to monitor the heat and humidity conditions in the area. (short term)
      2.) to work towards better climate conditions in the microforms area. (long term)
   B.) To order new cabinets to house the collection and plan for the growth of the collection. WLI pieces added 1977/78: 4,519 reels added; 36,224 fiche added.
      1.) shift part of the microfilm collection each summer. Allow five years of growth.
      2.)
   C.) To plan for the replacement of obsolete or poor quality readers.
   D.) To make better use of the microform carrels by purchasing auxiliary microfilm readers to replace those in need of repair or to add readers when use requires it. Thus, the number of microfilm vs microfiche readers on the floor would vary according to which collections were being used. (short term)
   E.) Replace badly scratched microfilm.
   F.) Repair (splice) damaged microforms and replace damaged materials when necessary.
   G.) Periodically check high use parts of the collection for damage or scratching. (long term)
   H.) Separately house Kalvar microfilm from silver halide microfilm.
   I.) Perform simple repairs on microform readers and reader printers, maintain records of repairs, and contact service representatives for necessary repairs.
      1.) keep machine maintenance and bulb change book up-to-date.
   J.) Routine (six times a week) cleaning of the microform readers and reader printers during the term by the student employees.
      1.) keep machine cleaning manual up-to-date.

K.) Non routine cleaning of the microform readers lacking service contracts at least once during the term. Cleaning of the microform carrels as needed.

L.) Arrange for the repair and binding of the microform collection bibliographies and indexes. Send unbound indexes to bindery during term break.

M.) Order necessary supplies (empty boxes, microfilm reels, fiche jackets).
  1.) Conduct bulb inventory once a term.

N.) Maintain collection of equipment catalogs. Check against lists of manufacturers. Write for new catalogs.

O.) Attend National Micrographics Association's annual meeting every three years to see new equipment.

4. To provide access to the microform collection.

Goals:

A.) File and maintain the microforms card catalog. WLI 1977/78: 11,489 catalog cards filed.

B.) Annotate microform bibliographies with reel or fiche numbers. For example, annotate reel numbers in the Wing and Pollard and Redgrave Bibliographies.

C.) Some periodical titles on microfilm appear as analytics of larger series. These are a problem when a title is not filmed consecutively. For example, v. 1-5 is on reel 30, v. 6-20 on reel 66. Maintain "shelflist" for such series, giving volume and reel information. Shelf lists maintained include 1. American Periodical Series; 2. Underground Press Collection; 3. Herstory; 4. American Labor Union Constitutions and Proceedings.
  1.) develop written procedures for shelf-list projects.

D.) Receive and process corporation annual report microfiche collection. No access or processing of this collection is provided by the Micro-Cataloging Section in the Serials Department. Activities include: checking in, inspecting, claiming missing or defective microfiche, preparation of shelf-list cards and catalog cards for new companies, and the verification of corporation names in standard sources in General Reference. WLI 1977/78: 9,441 fiche received and processed.
  1.) to convert the corporation report shelf-list to new form.
  2.) process Proxy Statement backfill. (1968-78 ordered with end-of-the-year moneys).

E.) Alert librarians, faculty, and students to important microform collections.
  1.) issue *Focus on Microforms* on a regular basis.
  2.) contribute 2 issues a year to *Pattee Reference News*.
  3.) send notes or publishers' blurbs to faculty about new collections.
  4.) develop displays to highlight microform collections.

F.) Staff members compile reel guides, checklists, indexes, and bibliographies for microform collections lacking adequate access.
  1.) using RJE at the computer center expand on the "Subject Guide to Microform Sets and Collections." (short term)
  2.) continue the selective indexing of the *Centre Daily Times*.
  3.) issue yearly updates to PSU's *Newspapers in Microforms*.

4.) Create an index giving chronological access to the newspaper collection. (long term)

5.) Produce cards for some collections lacking adequate access. File in microforms catalog (e.g. French and German Drama Series).

G.) Microforms librarian meets with members of the micro-cataloging section to discuss cataloging priorities and problems. Potential use is the main criteria used to determine cataloging priorities.

H.) To convince the library administration to have cataloged microforms fully listed in LIAS data base. Currently they are listed only through the imprint. (short term)

I.) To convince the library administration to change the cataloging priorities to allow more microforms to be cataloged. (long term)

5. To house and circulate microform materials.

Goals:

A.) Receive new and continuing microforms. Create temporary entries for new titles. File all new materials. Inspect for defects. Check continuing microforms into continuations file. WLI 1977/78: 47,500 new microforms received.

B.) Refile microform materials used by patrons. As the microfiche and microcard collections are closed collections, materials must be pulled as well as refiled. WLI 1977/78: 94,314 pieces used.

Microfilm - 57,088
Microfiche- 33,844
Microcard - 2,760
Microprint- 622

C.) Search for missing microforms. Claim missing and defective microforms.

D.) Conduct inventory of the index collection.

E.) Circulate microforms through interlibrary loan to Commonwealth Campuses and other libraries. WLI 1977/78: 1,156 - total microform circulation for Interlibrary Loan.

F.) Circulate portable microform readers to patrons. WLI 1977/78: 103 readers circulated.

G.) Collect statistics relating to materials used, new acquisitions, circulation, and other work load measures.

1.) develop less cumbersome and time consuming methods of compiling statistics. (long term)

6. To provide assistance in the use of the microforms collection.

Goals:

A.) Maintain staff levels (both full and part-time).

B.) Assist patrons in locating information in the collection through the use of the microforms card catalog, indexes, and bibliographies. WLI 1977/78: 26,532 - total reference questions asked.

Search	378
Ready Ref.	20,174
Directional	5,980

C.) Provide class-related instruction on demand.
D.) Individual tours to faculty and students upon request.
E.) Assist students in completing microforms section of the workbook.

7. Training and supervision of the full and part-time microforms staff.

Goals:

A.) Develop new training devices to help in the training of new and old employees.
B.) Hold monthly meetings. List agenda in Microforms Section notebook before meeting.
C.) Invite librarians from other parts of the library to speak to the staff at meetings.
D.) Develop long range and short range goals for each position. Relate individual goals to section, department, division, and library goals.
E.) Develop performance goals for each position.
F.) Develop and update procedures and routines.

THE PENNSYLVANIA STATE UNIVERSITY
INTER-OFFICE CORRESPONDENCE

Date: September 15, 1978

From: Jack Pontius, Head
Microforms Section
To: Rosanna Allen, Chief
Humanities and Social Sciences Department

PLANNING PROBLEMS

I. Size of the Collection

One of the mistaken notions about the Microforms Collection is that the area is rapidly running out of space to store microfilm. The microfilm collection totals (Aug. 1978) 79,164 reels. A total of 4,519 reels were added last year. The collection is stored in 92 cabinets, each capable of holding 1,216 reels. This means that our existing cabinets could hold 111,872 reels, 32,708 reels more than our current holdings (about 7 years growth room). Part of this room is of course taken up in expansion space for continuing collections. Also there is room for an additional 19 cabinets, holding 23,104 reels without rearranging the cabinets or considering storage in other parts of the library.

Futhermore, the use of portions of the collection varies greatly. Manuscript materials account for 8% of the reels in the microfilm collection, but only .4% of the reels used. On the other hand, the E microfilm (newspaper collection) accounts for 53% of the collection, but over 65% of the use. This means that sizeable portions of the collection could be stored elsewhere based on use if necessary.

Any decision to decentralize the microfilm collection should be based on other factors (convenience to the public, placing microform materials near book collections, etc.) and not because the microforms area is running out of room.

II. Storage of the Collection

The Microforms Collection contains silver halide, vesicular, and diazo microfilm. The storage conditions recommended for each film type varies. A recent article by Adelstein (attached) emphasizes the environmental conditions needed for adequate storage of microfilm materials. Briefly those conditions are:

A. Relative humidity control, preferably between 20 and 40%. Avoidance of high humidity is important for all film types but is most critical for silver-gelatin emulsions and cellulose acetate type base.

B. Temperature control, preferably below 70°F. Elevated temperatures are injurious to diazo products while a very high temperature, even for short periods, can damage vesicular images.

C. Dark storage. This is a particular need for diazo films.

D. Freedom from contaminants. This is very important for silver and diazo images.

E. Avoidance of dirt and high pressure points. All film types are subject to abrasion defects while vesicular films are particularly sensitive to areas of high unit pressure.

A random survey of the temperature and humidity of the microforms area from June 15 to Sept. 14 reveals temperatures ranging from 70° to 78° (74° average) and humidity levels from 32 to 56% (50% average).

III. Microforms Reader Problems

The microforms collection has forty-three reader stations. The section experienced numerous occasions during the past year, particularly during Fall and Spring terms, when additional microfilm readers were needed. The addition of three new microfilm readers last year will partially solve the problem, but additional readers will be needed because of the increased use of the collection and the age and condition of some of the readers. As seen by the following table, the use of the collection as measured by pieces used and reference questions asked has grown during the past few years.

	1974/75	1975/76	1976/77	1977/78
Reference Questions.....	12,300	15,230	23,489	26,532
Pieces Used.............	61,169	70,507	90,655	94,314

The answer to this problem probably is not to continually add microform reader stations, but in being more flexible in the use of already existing stations. Auxiliary readers in storage could be pulled out to replace readers in need of repair or to add readers when use requires it. Thus, the number of microfilm vs. microfiche readers would vary according to what collections are being used.

IV. Staffing Problems

A.) Training of part-time student and non-student staff and the amount of turn over of the part-time staff are continuing problems. The training and supervision of a large part-time staff takes a considerable amount of the microforms library assistant's time.

B.) The Microforms Section is responsible for receiving and processing of the corporation annual report collection. This includes inspection, checking-in, and claiming of missing or defective microfiche, and the preparation of shelf list cards for new companies, and the verification of corporation names in reference sources. The libraries' recent decision to purchase Proxy statements on microfiche (1968-1978) will only increase the work load (approximately one-half a full-time clerical staff member's time is now devoted to processing this collection.

C.) The increase in use of the collection was noted above. The section has been able to maintain levels of staffing in spite of the fact that the wage budget has been reduced in each of the past two fiscal years because of the increased use of work study students. The use of work study student hours increased 108% last year and now accounts for 37% of the total student hours used by the section. The heavy reliance on work study students for staffing, places the section in a very precarious position. There are for example, fewer work study students available in Fall 1978 than in 1977, and as a result, for the first time a female student is working alone on Friday evenings and some Saturday mornings. If wage budgets continue to decline, it is questionable how much further they can decline before the level of service must be decreased.

D.) In the past year, the library has ordered several large collections concerned with contemporary social problems. These collections are Crime and Juvenile Delinquency and its first update, Housing and Urban Development, and the Raymond G. McCarthy Memorial Collection of Alcohol Literature. The crime collection is in the process of being cataloged (the hold up is in typing the cards), but cards have not arrived for the update. Catalog cards have been received for the housing collection, but it will probably be several years before it will be cataloged. Catalog cards are not available for the alcohol collection, even though it will contain over 19,000 items.

The problem is that without collections such as these being listed in the card catalog, how will patrons be aware of their existence? Potential users of these collections are likely to be more numerous and at the same time less sophisticated than users of the other large uncataloged collections such as the Early English Books collections.

The planning questions involved relate to the amount and level of staff needed to service these and the other uncataloged collections, and to related questions about training. The sort of person needed is one who remembers that numerous documents on solar houses appear in the uncataloged housing collection and that books by John Knox will appear in the Early English Books collection. At present Microforms staffs the area with students during less busy times (supper hours, Friday nights, and Saturday mornings).

V. Bibliographic Access

The major planning need relating to the Microforms Collection is the problem of bibliographic access. This is a library-wide problem. Sukmoon Yoon, who is over microform cataloging, estimated last year that over one quarter of a million titles are unanalyzed in the Microforms Collection. This was before Goldsmiths'-Kress part II or the housing collection were ordered. In spite of the diligent work of the Micro Cataloging Section in the Serials Department, the library is getting further and further behind in its attempts to provide access to its microforms collections. The problem is, as stated in the previous paragraph, more serious as the library purchases more contemporary collections, likely to be of wide interest to large numbers of relatively unsophisticated users.

The library has one of the largest microform collections in the country. It has cataloged a large number of microforms and has catalog copy for an even larger number. The information for the cataloged microforms is available in machine readable format through the imprint. From attending discussions on bibliographic access of microforms at ALA this summer, it is obvious that the library world is searching for an answer to this problem. Penn State could be a leader in this area based on what has already been input and on the expertise in microforms (Helen Brown, Sukmoon Yoon, Nancy Cline, Murray Martin) that the library has.

Recommendations for a Microform Guidebook

Although the University Libraries has invested heavily in microforms, less than 1% of the titles are accessible through the Public Catalog. The reason for this is that most microform titles are published as part of larger series (e.g., *Early English Books*), and that the number of individual titles within these series is so great-- over 1,000,000-- that it is impossible to provide analytics for each one of them. Publishers try to improve access by basing their series on standard bibliographies (e.g., *The Short-Title Catalogue*) or by supplying reel guidebooks to the microform, but these do not significantly increase retrieval; if a user does not find a desired title in the catalog, more often than not he will assume the library does not own it. If his resolve is great enough he might inquire further at the Information Desk, but most staff members are as ill-informed as he; for example, how many of ~~them~~ us would know to look for Riccoboni's *Art of the Theatre*, a 1750 treatise, in the microform series entitled *Source Materials in the Theatre*?

Since inputing analytics for each one of these titles is impossible, the next best solution is to publicize our holdings to primary user groups. A number of academic libraries, such as those at the University of Illinois, Washington University, and California State University at Northridge, have already done this in the form of annotated guidebooks. Cal State actively promoted its guidebook by sending each of its faculty members a free copy; as a result, microform usage quadrupled.

UNL Libraries would benefit from a similar guidebook. Librarians would become better acquainted with the collection, scholars would waste less time looking in European libraries for titles we already own, ~~and~~ unnecessary Interlibrary Loan requests would diminish, and public relations with the teaching faculty would improve.

To maximize usage and minimize cost of the guidebook, the following factors must be considered: scope of the project, supplementary access devices, time needed for compilation, cost of printing, ~~and~~ updating, and Labor.

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SCOPE

The guidebook would be dividied into three parts. The first part would contain annotations of major microform series and government documents in microform; it would have a subject table of contents, an author-title index, and a government documents index. For those materials which are interdisciplinary, cross-references can be made from one subject to another; for example, although the American Culture Series might appear in the "English Literature" section, see references could be made from "History." Approximately 90 series titles have been targeted.

The second part would be a master index to the periodicals in five microform series: American Periodical Series, English Literary Periodicals, British Periodicals in the Creative Arts, Early British Periodicals, and Source Materials in the Theatre. Each entry, listed alphabetically, would include microform call number, reel number, and holdings. For those periodicals whose names change in the course of publication, the history of those changes, with inclusive dates and reel numbers, would be indicated by the original title. See references will direct the user from later name changes to that title. Approximately 1600 periodical titles have been targeted.

The third part would be a master index to the library's microform newspapers. The majority of titles, 581, would come from the Underground Newspaper Collection, but because of the unique research value of all newspapers it would be advantageous to include even those newspapers with cards in the Public Catalog. Organization of this section would be alphabetical, geographical (by state or country), and chronological. The greatest challenge at this stage would be bibliographic accuracy: even more so than periodicals, many newspapers undergo name changes which are not reflected in the Public Catalog or in microform guidebooks. Newspapers in Microform will have to be consulted to trace the history of these changes. Arlon Zabel is presently compiling a list of those newspapers in microform which do not have BIB indexes, and any work done on this project and her's should be coordinated. Approximately 800 newspaper titles have been targeted.

SUPPLEMENTARY ACCESS DEVICES

There are 103 titles in BIB that provide access to a microform collection. It is recommended that these titles be affixed with approximately 1" x 3" labels to provide better coordination between the indexes and their microform collections. These labels should have a brief note alerting the reader that the sources covered in the index are available in MICRO, Room 202. Hopefully it might also include a brief note indicating the access for collections arranged by access number. The label would in most instances be affixed to the front cover or, if the width of the volume permits, to the spine.

If all volumes comprising our BIB holdings for the 103 titles concerned were labeled, 830 volumes would be involved. Realizing that the labeling of some titles is a higher priority than for others, an effort has been made to prioritize these titles on the following basis: priority A to include all books, periodicals, and newspapers subsumed in large microform series (for example, Early American Imprints); priority B to include manuscripts and archival collections (for example, British Manuscripts Project); priority C to include titles that index a single source which has its own title access in the Public Catalog (for example, The New York Times Index). The number of volumes falling into each of these categories is as follows: A, 237; B, 51; C, 539. Total: 827. It is recommended that items in categories A and B be labeled, and that category C be given low priority. Acceptance of this recommendation would entail labeling 288 volumes.

There are several types of labeling material that might be used. Permanence and durability are the most important factors. Vinyl labels would be the most permanent; 1,000 1" x 3" vinyl labels would cost $72.00. This material will need to be tested to determine whether characters typed onto the label are fully legible.

Seline type such as that presently used for spine labels at UNL is available at $7.00 per 1,000" reel. Therefore 1,000 1" x 3" labels from this material would cost $21.00.

A third option would be gummed paper labels with a red border such as those available from Lincoln Office Equipment (See 1978 office products cat., p. 439, item no. S3-31-201). These would cost $11.78 for 1,200 labels but would be less durable than vinyl or laminated plastic.

In addition to labeling the BIB indexes, catalog cards for each index could receive colored plastic overlays. The following statement would stand above the main entry: "Titles in this collection are available in microform." Price yet to be determined.

TIME

With the following timetable the project could be completed in 15 months:

1st-3rd months	Subject bibliographers annotate collections in their areas
4th month	Annotations are edited; BIB targeting and overlays begun
5th month	Part I is typed
6th month	Part I is indexed; BIB targeting and overlays completed
7th-9th months	Part II (periodicals) would be compiled and typed
10th-12th months	Part III (newspapers) would be compiled and typed
13th-15th months	Revision and publication

The guidebook would be ready for distribution on September 1, 1979.

COST OF PRINTING

The guidebook's length would be 217 pages, based on the following computations:

Part I:	100 annotations at 2 annotations per page	50 pages
	Title page, table of contents, preface, indexes	10 pages
Part II:	1600 lines, double-spaced, at 25 lines per page	65 pages
	Duplicate entries for name changes	16 pages
Part III:	800 lines, double-spaced, at 25 lines per page	32 pages
	Duplicate entries for name changes	12 pages
	Chronological and geographical indexes	32 pages
		217 pages TOTAL

The lowest bid we received from a printer for printing a 217 page, plastic bound, photo-ready guidebook was $2886.10 for 1,000 books, $1830.83 for 500 books, and $1659.64 for 400 books. The following chart indicates the prices for printing each section separately:

	1000 cop.	500 cop.	400 cop.
Pt. I (60 p.)	$842.57	$558.85	$510.00
Pt. II (81 p.)	$1007.94	$680.90	$625.73
Pt. III (76 p.)	$1067.25	$707.89	$646.00

To reduce costs, the guidebook should be distributed only to primary users. Since 95% of the microforms fall within Humanities and Social Science disciplines, only selected departments within the College of Arts and Sciences should be sent guidebooks. Within the College itself, if one eliminates the departments of mathematics, actuarial science, art, chemistry, computer science, geology, life sciences, physics and astronomy, speech pathology and audiology, the number of full time faculty members is 288; add to that the faculty in Teachers College, 136, and the total number would be 424 (figures supplied by the Office of Institutional Research and Planning). To avoid charges of academic favortism, the library could announce in Bulletin Board that free copies of the guidebook will be given to any faculty member who requests one.

UPDATES

As new series and newspaper titles are added to the microform collection, updatings will be required. This can be done by establishing an update file, housed in the microform room, which would contain post-guidebook entries. As soon as a revised guidebook was planned, these entries could be added to the previous list. Another control factor could be added to the microform catalog itself: receipt dates could be indicated in the upper right hand portion of the cards, which could be compared against the publication date of any guidebook.

Until a revised guidebook is compiled, subject bibliographers can keep faculty informed of latest acquisitions through departmental newsletters or by personal communication.

LABOR

A permanent microform committee should be established to superintend planning and work on the project. A librarian should work with subject bibliographers in annotating and editing Part I; Parts II and III, primarily clerical, can be compiled by classified staff and student assistants. Librarians and Library Technicians, however, will have to monitor citation accuracy, as title changes will occur frequently.

This report was prepared by an ad hoc Microform Committee

Scott Stebelman, Chairman
Ken Lohrentz
Tom McFarland

Campus Correspondence LOUISIANA STATE UNIVERSITY

Selected Portions

From: Tom Mann, Head---Newspaper/Microforms Room
Ruby Whipple, General Services Librarian
Sallie Honeychurch, Library Trainee

Date: April 24, 1978

To: George J. Guidry, Jr., Director of Libraries

RE: Microforms management at LSU

We have recently conducted an extensive study of the microform collections of the LSU Library and we have found that, although the collections have grown tremendously over the last few years, little has been done in the way of planning for their development, expansion, and utilization. If the Library is to achieve its goal of service to patrons, there are several changes that will have to be made in the near future. We hope that our ideas on placement of the collection, its position within the Library organization, equipment, staffing, cataloging, and storage will be of interest to you and that you will give them your serious consideration.

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SHOULD MICROFORMS BE SEPARATED?

Before we decide what should or should not be done with our present microforms collection we should backtrack for a moment to consider an even more basic question: should there be a segregation of these materials by form in the first place? Such a separation violates the principle of classified arrangement, which calls for works on similar subjects to be shelved together. An argument in favor of distributing the microtexts throughout the regular collection would assert, for example, that it is logical for filmed dissertations on Yeats, Pound, or Eliot to be found right in with the Library's other works on these authors.

There are several considerations however:

1) The purpose of a classified collection is to facilitate browsing, i.e., to enable patrons to find relevant works when they have only a general idea in mind; or to enable them to scan a variety of related works possible relevant to a specific purpose. But microforms do not serve this purpose well---they can be readily scanned only for author and title information, and not for their contents.

2) If each microform were to be placed in its logical position in the classified arrangement, then a separate pam-binder would have to be purchased or prepared for each fiche or micro-card, in order that it not be lost on the shelves; similar treatment would have to be accorded each roll

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of film. The cost of thousands of such binders would largely undercut the cost advantage of purchasing microfilms in the first place.

3) The need for separate binders would also undercut microforms' space-saving advantages---another prime consideration in initially purchasing them.

4) Break-up of collections purchased as units would negate the easy entry to grouped materials provided by accompanying hard-copy indexes.

5) Microforms are much more easily misplaced than print-format items, and a closed cabinet area serviced by a library attendant provides the greater security which they therefore need.

6) Microforms attain their greatest user acceptance only when hard-copy capability is available. They should therefore be within proximate distance of printer machines.

The combination of these reasons must impel us to keep such forms separated from the classified arrangement of the rest of the library.

There are exceptions to the general rule, however. More and more books and pamphlets are now appearing with illustrations on separate fiche cards. In these cases, should the micro material be separated from the print? Or if the two forms are to stay together as a unit, should they be stored on the open shelves or in the microforms area? (Similar problems are also being encountered with mixed print and audio-format items.) Such questions will probably never be answered to

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everyone's satisfaction in every case; nevertheless, we believe the system drawn up recently by the Library's A-V Committee presents reasonable methods of dealing with the problems. (See Appendix 1 for the Committee's report, and the rationale for its system.)

WHERE SHOULD THE MICROFORM COLLECTION BE?

The placement of the microforms collection in the library building must be considered in the light of the organization's overall goal to be of maximum service to library patrons. There are of course compelling economic reasons that will necessitate the Library's turning more and more to micromedia in developing its collections in coming years. However, to expend large amounts of money on such materials without actively trying to increase readers' acceptance of its use would be a most inefficient means of carrying out the Library's overall goals. Simply to have vast resources on hand in microformat does not achieve the goal of service to the patron. There is a noticeable reluctance on the part of many students to use these materials.

One reason for this is the present physical location of the collection. At least half of the present users of microforms say that they have never used them before.[2] Many are apologetic about not knowing what they should do; this, however is not an uncommon phenomenon at any reference desk. More disturbing is the frequent observation of students who will briefly stick their heads into the newspaper room, look

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around and hastily retreat. Some are undoubtedly looking for friends. But we cannot help getting the impression that some are just afraid to come in. There is something about having to walk through three doors, a corridor, and an ante-room---all tucked away in a corner of the basement---before getting into the microform reading area, that is understandably frightening to timid patrons. And since we believe most students are timid about using libraries, we can conclude only that the present hidden location of the collection substantially frustrates patrons' use of it. An article from DREXEL LIBRARY QUARTERLY in 1975 makes a relevant observation on this point:

> A good indication of a library's attitude towards microforms is the ease with which it is possible to locate the microform area[.] A poor-quality facility indicates a library's disdain for microforms to the patrons. Too often microform areas are in the dreary basements of libraries---this relegation of users to work in semi-darkness and remote isolation has scarcely encouraged the exploitation of microforms by the user.[3]

Dick Boss, the consultant form Princeton University who recently toured the Library, recommended that the microform collection be moved to the first floor (into what is presently a study area along the north wall) so that it would be adjacent to the Central Reference area. We see much merit in this proposal, as it would have at least three advantages on the present arrangement:

1) A location in a more physically accessible area would substantially lessen students' timidity in using the material.

2) Relocation would put the microforms physically adjacent to the sets of indexes which are necessary to use many

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of the collections. All of the newspaper indexes (e.g., NEW YORK TIMES, CHRISTIAN SCIENCE MONITOR, WASHINGTON POST, New Orleans TIMES-PICAYUNE, etc.), as well as the ERIC, HRAF, Health and Physical Education , and other indexes are stored in the Central Reference area. And, at present, this situation necessitates an inconvenient walk upstairs for users. And three of these collections---NEW YORK TIMES, TIMES-PICAYUNE and ERIC---are among the most heavily used of all the microforms. Unfortunately, it has been the frequent experience of attendants at the reference desk that, having directed students to the appropriate indexes, they do not see these these students return to use the collections themselves. The regrettable fact seems to be that many students simply give up their searches because of the physical separation of the indexes from the microforms. A relocation of the collection would reduce this problem.

3) Relocation would also promote greater awareness of the collection on the part of the reference librarians themselves. Indeed, it has been our experience that some of our present staff do not even know how to operate the reader machines, let alone how to find what is in the cabinets, or how best to answer reference questions to the collection.

A possible fourth advantage to relocation is that the microform reference desk would be better staffed if it were made organizationally a part of the Central Reference division. At present, the Microform Room's staff budget is inadequate even to provide for full coverage by regular-budget student workers while the Supervisor is not present (i.e., nights, week-

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ends, holidays); many of these hours must be filled by work-study students. Also, under the current system, the supervisor cannot effectively monitor the performance of his workers in handling reference questions, as the budget does not allow for any overlap time when they could be working directly under his observation. There is thus no one currently monitoring their on-the-job performance. What little feedback comes in is always delayed, and frequently distorted in transmission. This, again, does not allow for effective direction. If the microform area were placed next to Central Reference, however, and if the librarians there---one of whom is always on duty---could help in the supervision of the student staff, then this problem woud be largely eliminated. Indeed, connection with Central Reference may allow for qualified Trainees to work the microforms desk, which would be beneficial to the patrons and to the Trainees themselves. Still, however, primary reference responsibility for the microforms desk should be relegated to a specialist, or to someone who will become one.[4]

We shall put one qualification on our recommendation to move the collection to the first floor. At present, there are a large number of Government Documents on microfilm stored with the other microtexts; these films have their own numbering sequence, distinct form non-document films. When more space becomes available, ultimately, to the BA/Docs area, these materials should be moved into that locale, close to the indexes which alone can provide means of entry to them. Similarly, we recommend that certain other film collections (e.g., back-files of THE WALL STREET JOURNAL, JOURNAL OF COMMERCE, BARRON'S,

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ADVERTISING AGE, etc.) be housed in the same area---again, close to the indexes which are now in the business reference section. This would require, of course, that microfilm readers---and a separate reader-printer machine, which is essential---also be placed in BA/Docs; and we think this is something the Library should strive to accomplish when there is enough space.

EQUIPMENT

Apart from psychological reasons, stemming from the hidden location of the collections, for reader timidity in using microforms, there is the problem of the equipment. Most microfilm readers do not seem to have been designed with actual users in mind, and for years this has been a major problem for libraries trying to promote greater public acceptance of the film format. Even now the problem has not been solved.

Experience with regular microfilm users has lead us to believe that an ideal microfilm reader will have at least five characteristics:

1) It will project its image on a plane slightly tilted up from the horizontal, not on a vertical screen. The latter type of projection makes note-taking difficult---it is hard to refer back and forth from image to paper without losing one's place in reading small print in long newspaper (or other) columns. Looking up at a vertical screen is also difficult for people wearing bifocals, as many elderly genealogists do. Furthermore, a patron's neck may become stiff after hours of reading from an upright screen.

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2) It will project a full newspaper page on the screen all at once (from normal film reduction ratios, i.e., 16 - 20X); and

3) It will project an image that will stay in focus while moving slowly.

Much research from microfilms involves the slow scanning of newspaper pages in quest of articles or headlines relevant to the user's topic. If only a portion of each page is visible on the screen at once, this will necessitate time-consuming re-positioning of each image on the screen so that the entire page can be viewed. Similarly, the process of scanning is inhibited if the reader must stop each page fully in order to see it in focus. All readers would prefer a machine that projects pages in focus while allowing a slow succession of one image to the next.

4) The mechanism for advancing the film to show successive images should be a hand crank rather than a motorized control. It is much easier to control the speed of the advancing film with a hand crank. It is also difficult to get a motorized mechanism to stop an image at exactly the placement on the screen one desires. Motors give the advantage of quick advancement and high-speed rewinding of reels; but they are a disadvantage at slow speeds. If a reader has a motor, it should also have a hand-crank.

5) There should be some provision in the design so that the film advancing rapidly through the machine will not be scratched. Most machines achieve focus of the image by having the film held steady between two plates or discs of

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glass. If these plates do not separate when the film is moving quickly between them, scratching is likely to occur.

In addition to these five features---none of which are "standard" among machines---there should be the usual feature which allows for image rotation.

WHY SPEND THE MONEY?

These considerations raise the larger question of why we should spend more money on microforms. Any expenditure, of course, must ultimately promote the Library's overall goal of providing the best possible service to patrons in the field of document delivery. Micrographics as a format will do much to advance us towards this goal, because they will enable the institution to greatly extend its pool of on-hand resources in a manner which is most economical in cost and conservative of valuable of space (see Appendix 11 for sample figures). Nevertheless, the simple acquisition of large collections of resources ---no matter how economical or efficient inspace usage---does not in itself promote the goal of service to the Library's users. Our emphasis must go beyond this to actual delivery of knowledge to the patron. We may have vast numbers of works of potentially great use on hand in microformat, but if readers shrink from using them because the necessary equipment is difficult or cumbersome to use, or because they cannot take time to wait in line for a machine to be free, or because they are annoyed at the overcrowding of the readers' area, or because they cannot obtain hard copies or because they [illegible] that they [illegible]---or because they are timid at the prospect of entering an area tucked away in a basement corner behind three doors,

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or because they find that the student staff present during the evening hours and weekends cannot adequately answer their reference questions---then we are not fulfilling our goal of delivering knowledge. In the context of the overall purpose of the Library, the cost and space benefits of microforms can be realized only if much greater user acceptance of them is achieved. Otherwise, the input advantages they afford will be reaped only at the expense of the Library's output. It does not fulfill our aim of "delivery" if in saving money for the Library through purchasing microforms we do not also actively promote their efficient utilization by patrons.

The prospect of future tight budgets---even if there is a temporary surge in library funding in the next few years---must be recognized in long-range planning. Such planning therefore must place greater emphasis on the use of micrographics. And the present patterns of budgetting, organization, and staffing are simply not adequate to promote the efficient use of these materials.

OTHER GOALS

What follows are projects that can and should be worked on even if further funds are not immediately forthcoming.

The recently established card catalogs for the microforms collection must be kept up to date. There are two separate files, one for the collection as a whole, and one for the newspaper holdings of the Library. (See Appendix III for more information on the precise scope of each.) The reference capacity of

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the room was very poor before these tools were created; and they have proven themselves indispensible aids in answering user questions at the collection itself. (Prior to their creation, patrons had to be continually referred to the main card catalog upstairs for information even as basic as film numbers for desired items. And many patrons, so referred, never came back.)

The large catalog of the whole collection will present few upkeep problems. Cards for new acquisitions will be sent automatically from the Cataloging Department, and these must simply be filed by main entry. An exception occurs with cards for opaque microcards---since these collections are themselves filed by main entry (usually author), the cards representing them should continue to be filed by title, to provide another avenue of access. This will necessitate the Room attendant underlining each title in red, to designate its line (rather than the top, main entry) as the filing medium.

The catalog for newspapers is more complex. It is divided into three divisions (Louisiana papers, out-of-state, and foreign), and each division into two parts (papers filed alphabetically by title; and alphabetically by La. city, state/city, country/city). There is thus a system of syndetic relationships among various cards representing the same paper; and this system must be maintained. When a new film comes in, for example, a title card must be typed for it, giving both bibliographic and holdings information. This must be supplemented by "see" references from variant titles. A corresponding city card must be entered at the same time, also with "see" references from

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variant titles to be filed in the city section.

Holdings information for titles already on hand must also be updated as needed. Since the catalog contains title (and all other) information on hard-copy papers stored in the Hill building, as well as information on film holdings, revision must take place when the hard-copy inventory planned by the Archives Department is finally accomplished.

The need for updating this catalog cannot be too highly stressed. Prior to its existence the only means of access to information on papers was through a 1961 publication entitled NEWSPAPER HOLDINGS IN THE LOUISIANA STATE UNIVERSITY LIBRARY (holdings information on papers is not contained in the Serials Record). This volume was updated only haphazardly, half-heartedly, and unsystematically over the years---leading to an abysmal reference situation sixteen years after its appearance. The danger of this situation recurring is a very real one if the newspaper card catalog is not updated---for the information it contains can be found nowhere else in the Library.

A problem still remains with the catalog, however. Even though there is a grouping of papers by the cities in which they are published, it is still inefficient to have to scan catalog cards in response to a question such as "Which papers do you have from Baton Rouge covering the month of February in 1923?" The difficulty lies in the fact that the Library's holdings for any paper are listed only on the title cards---not on the city cards. Questions such as this one thus necessitate a time-consuming search of two files simultaneously.

This situation should be corrected, because patrons ask

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many questions of this type. The best way to handle the problem would be to type the information contained in the catalog in a book format, like the 1961 volume. If the entries, with full holdings information, are grouped by cities within the book, their scanning would be quite easy. (An alphabetical index by titles, of course, would also be included.)

A project of retyping existing information into book format would have a further desireable end. At present, the descriptive bibliographic information on each card in the newspaper catalog is minimal---title, city of publication, frequency, dates of existence, and variant titles are all that is given in most cases (holdings information being another section of the card). Much more descriptive data on each, however, may often be found on cards filed in the large catalog for the whole microform collection. Since this file is essentially a xeroxed copy of the shelf list re-arranged by main entry, its contents---prepared by professional catalogers (sometimes LC)---are usually more exhaustive and precise. Thus, for example, while the small newspaper catalog may list variant titles of a paper, the large catalog may give, in addition, the precise dates over which each variant extended. Similarly, information on editors or on the mergers of papers is likely to be more complete in the large file. Typing a book would give us the opportunity to combine all of this descriptive information in one reference tool---in addition to solving the problem of scanning for holdings by city groupings.

In pursuing this objective we would also be supporting the United States Newspapaper Project, which is another desirable

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goal. This is a program being sponsored by the Organization of American Historians and the Library of Congress; its purposes are to locate and microfilm at archival standards all extant issues of U.S. newspapers, to inventory existing collections that are under loose bibliographic control, and to convert all data into machine-readable (MARC-S) format.[10]

Our own collection is already under reasonably good bibliographic control. If the University's new "six million dollars worth of computer capability" is going to be available soon, then it may be desirable to combine the existing descriptive (and holdings) data on newspapers immediately into MARC-S format, bypassing the manually produced book stage. The computer could then produce hard copy printouts as needed. Updating the computer's data base directly could also eliminate the need for maintaining the card file---provided that either a printout or a CRT terminal were immediately at hand in the collection area itself.

In any case, current reference demands on the newspaper collection call for a consolidation and re-formatting of existing data into a more readily usable form. It is desirable, therefore, for the Supervisor of the microforms to work on this objective, either manually or via the computer program route. The latter, of course, is more desirable---assuming that such computer capability for the Library is not too long in coming.

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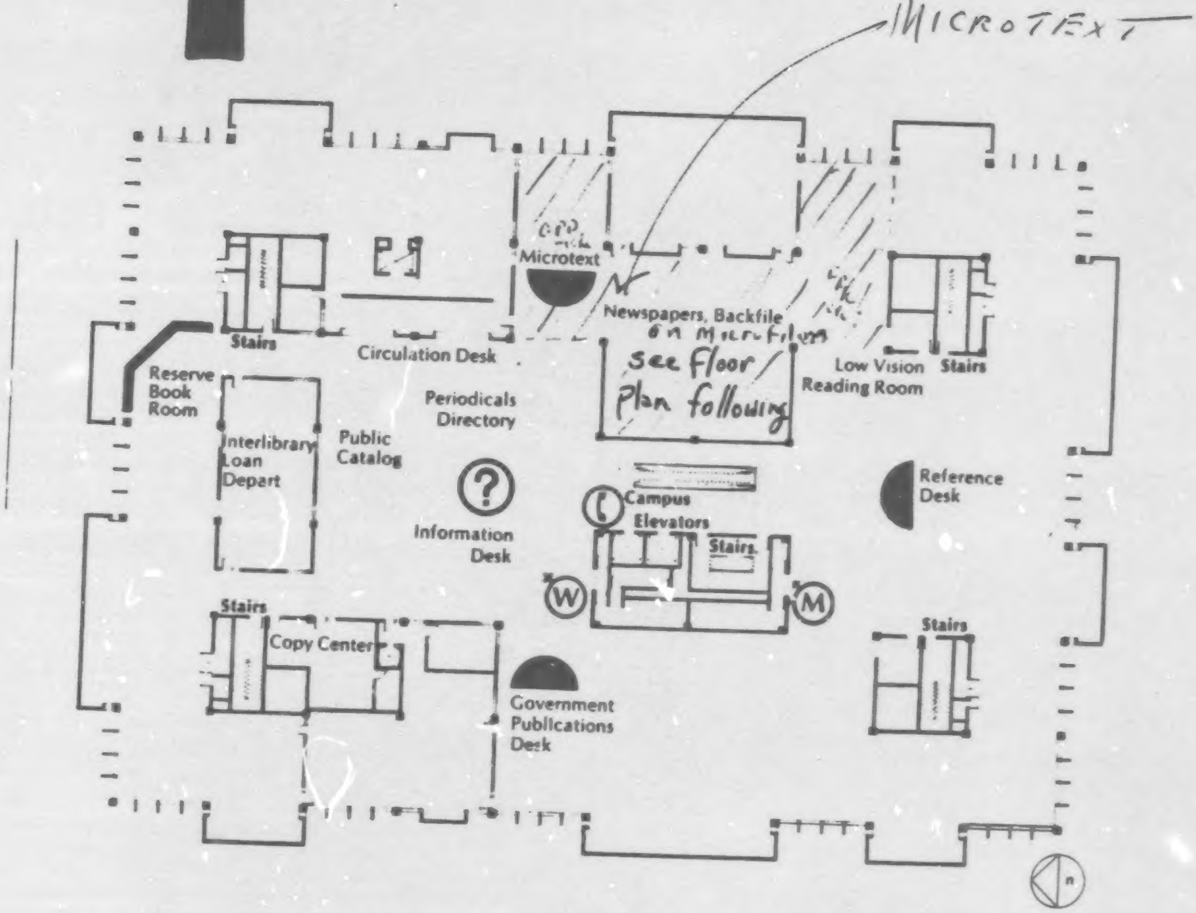
FACILITIES AND USE

1 BROWN LEVEL


MICROTEXT
Microtext
Newspapers, Backfile
on microfilm
see floor plan following
Stairs
Reserve Book Room
Circulation Desk
Periodicals Directory
Low Vision Reading Room
Stairs
Interlibrary Loan Depart
Public Catalog
Information Desk
C
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Elevators
Stairs
Reference Desk
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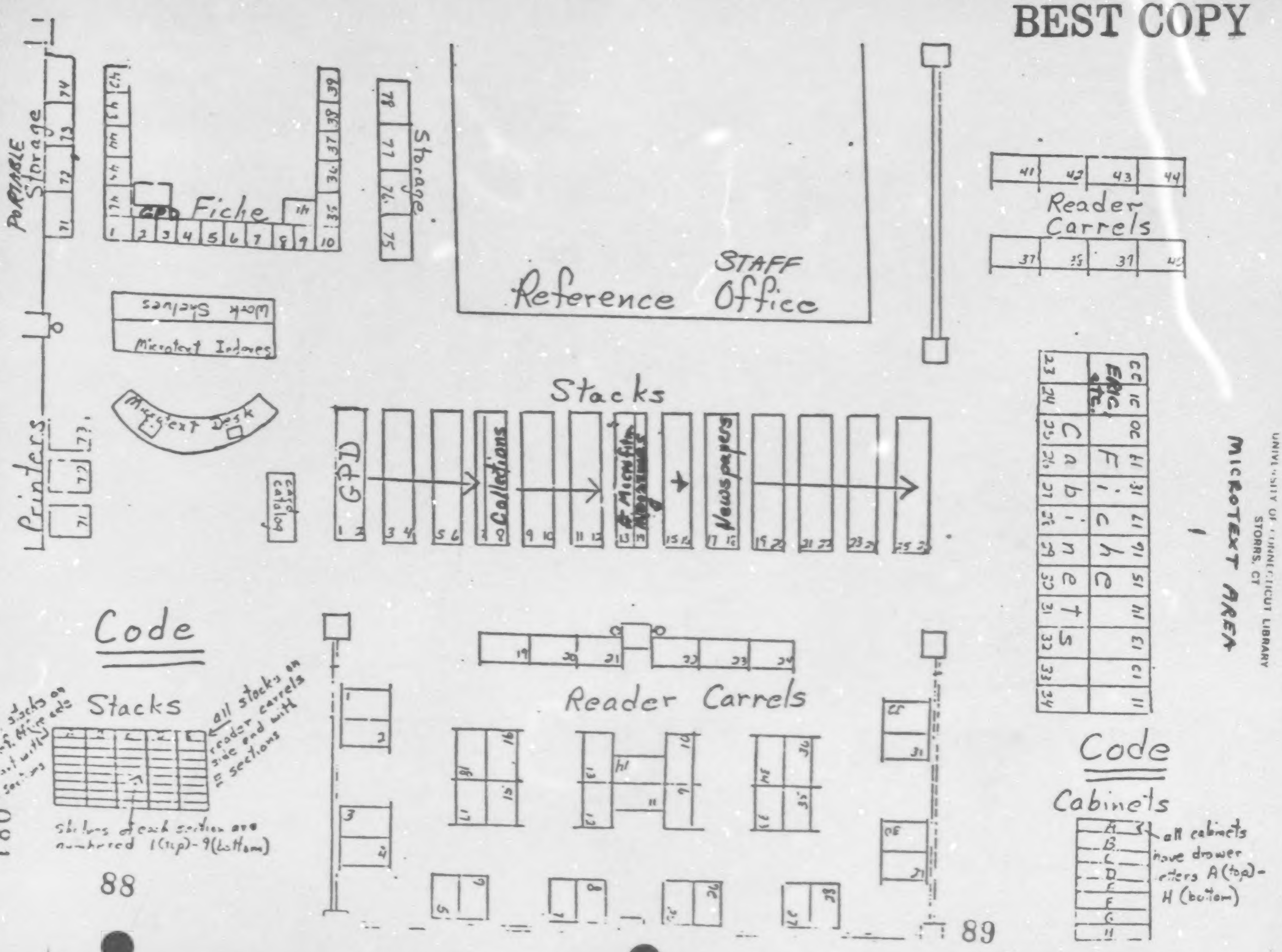
UNIVERSITY OF CONNECTICUT LIBRARY
STORRS, CT
MICROTEXT AREA
PORTABLE Storage
71
72
73
74
Fiche
GPD
Storage
75
76
77
78
Reference
STAFF Office
Reader Carrels
41
42
43
44
Work Shelves
Microtext Indexes
Printers
Microtext Desk
card catalog
Stacks
GPD
Collections
Microfilm
Newspapers
ERIC etc.
Cabinets
Fiche
Reader Carrels
19
20
21
22
23
24
Code
Stacks
all stacks on reader carrels side end with 5 sections
shelves of each section are numbered 1(top)-9(bottom)
Code
Cabinets
all cabinets have drawer letters A(top)-H (bottom)
A
B
C
D
E
F
G
H

180

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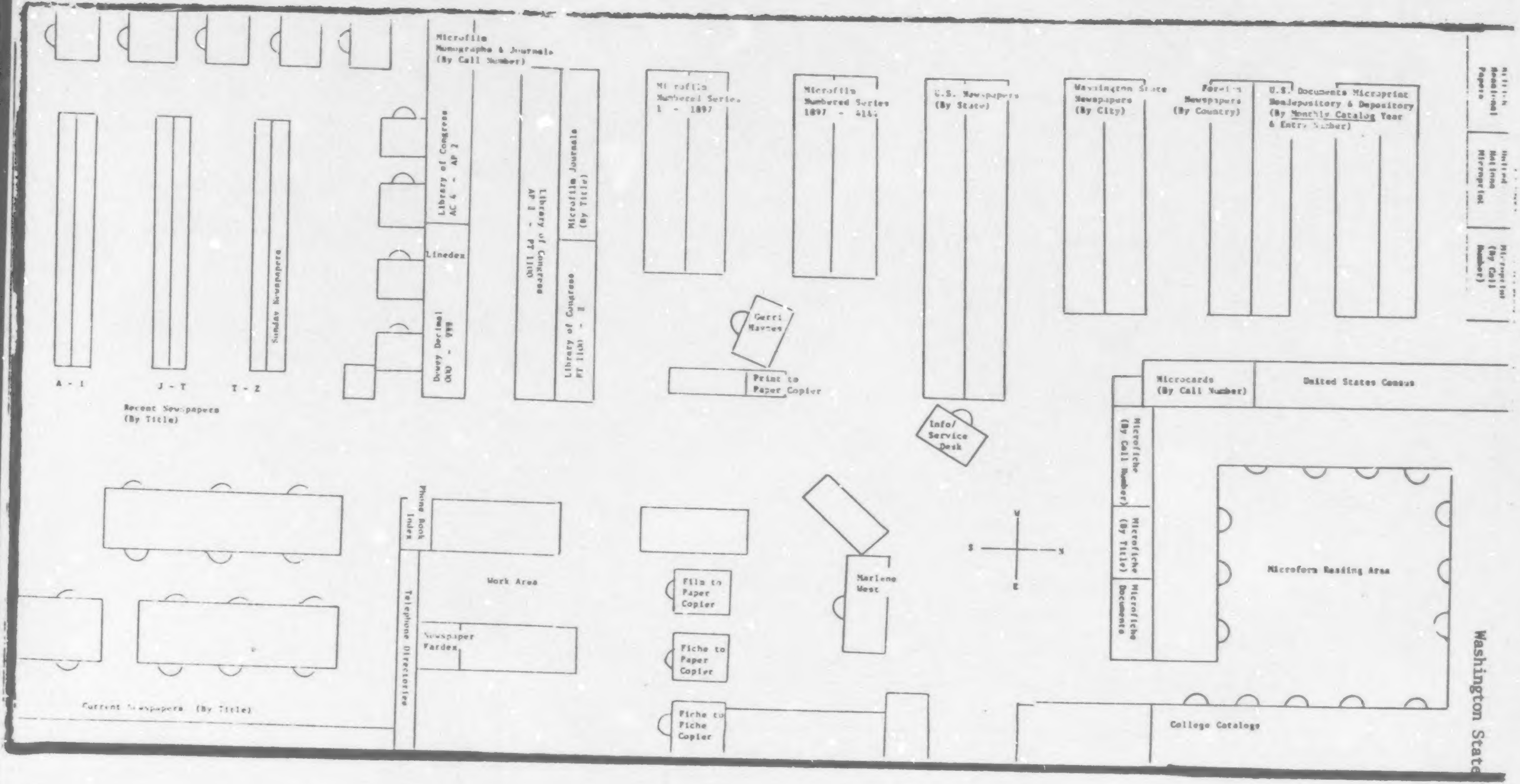
Microfilm Monographs & Journals (By Call Number)
Library of Congress AC 4 - AP 2
Linedex
Dewey Decimal 000 - 999
Library of Congress AP 2 - PT 1100
Microfilm Journals (By Title)
Library of Congress PT 1100 - Z
Microfilm Numbered Series 1 - 1897
Microfilm Numbered Series 1897 - 4144
U.S. Newspapers (By State)
Washington State Newspapers (By City)
Foreign Newspapers (By Country)
U.S. Documents Microprint Nondepository & Depository (By Monthly Catalog Year & Entry Number)
British Sessional Papers
United Nations Microprint
Microprint (By Call Number)
Sunday Newspapers
A - I
J - T
T - Z
Recent Newspapers (By Title)
Gerri Haynes
Print to Paper Copier
Info/ Service Desk
Microcards (By Call Number)
United States Census
Microfiche (By Call Number)
Microfiche (By Title)
Microfiche Documents
Microform Reading Area
W
S
N
E
Phone Book Index
Telephone Directories
Work Area
Newspaper Vardex
Film to Paper Copier
Fiche to Paper Copier
Fiche to Fiche Copier
Marlene West
Current Newspapers (By Title)
College Catalogs

Washington State University

Holland Library
Microforms/Newspapers Area
Washington State University
September 1979

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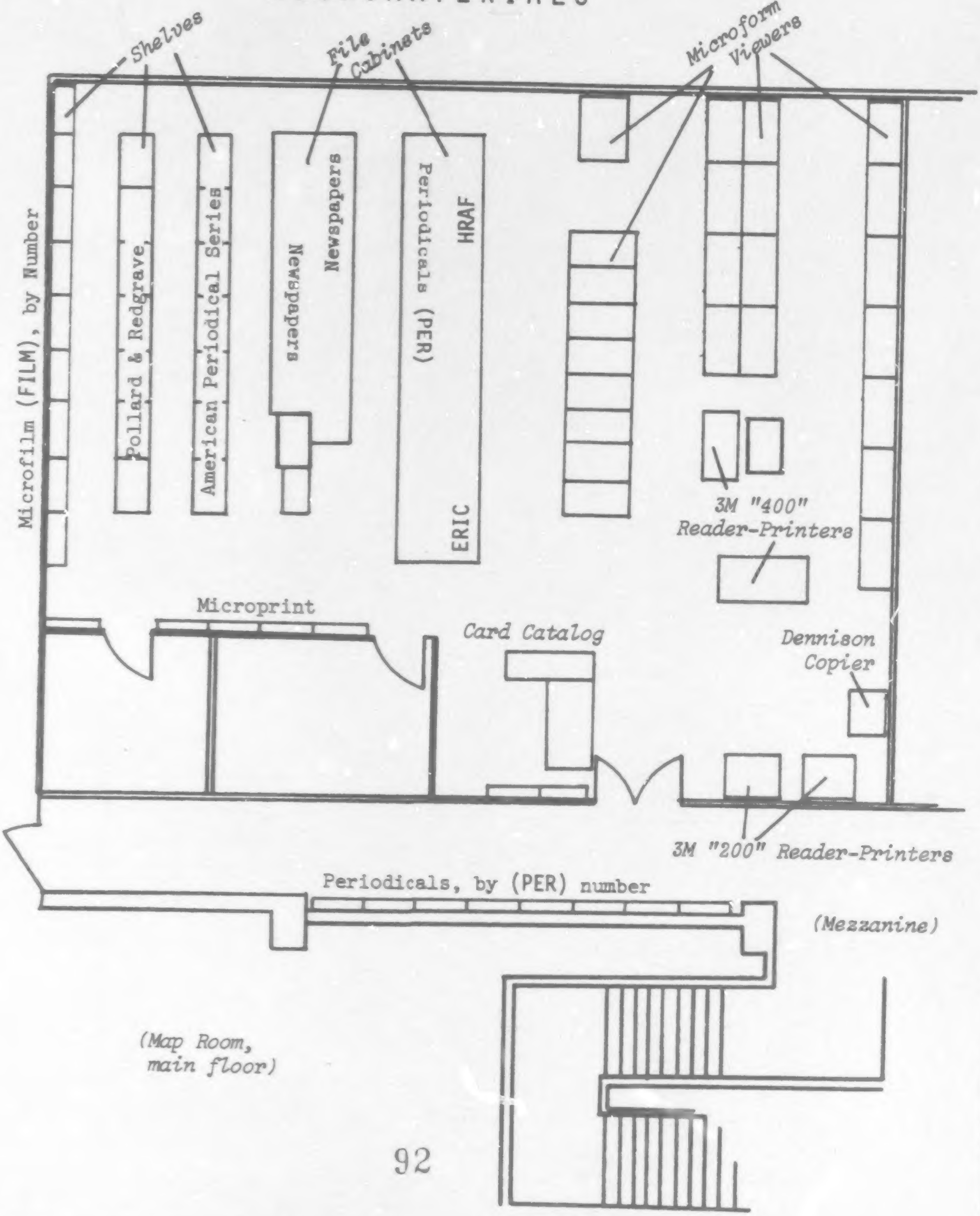
Temple University

PALEY FACT SHEET NUMBER 11

MICROMATERIALS


Shelves
File Cabinets
Microform Viewers
Microfilm (FILM), by Number
Pollard & Redgrave
American Periodical Series
Newspapers
Newspapers
Periodicals (PER)
HRAF
ERIC
3M "400" Reader-Printers
Microprint
Card Catalog
Dennison Copier
3M "200" Reader-Printers
Periodicals, by (PER) number
(Mezzanine)
(Map Room, main floor)

bcw 3/78

Boston University Microform Library

In 1966 the Mugar Memorial Library, a centralized facility for Boston University, opened with a specified Microform area on the third floor. 846 square feet housed dissertations and some collections of microforms, storage equipment and reading machines. By the early 1970's it was clear that the space was not sufficient and the microforms were moved to a basement area at the front of the library, with 2,658 square feet of space. The space surrounded a locked vault housing some Special Collections material. Fluorescent drop lights from the high ceilings competed with exposed pipes and utility conveyors. White paint on the walls and linoleum tile on the floor provided only glare overhead and noise under foot. Reading machines were on open tables except for a few carrels for microfilm readers. The approach to the room was through a doorway near the elevator and down a ramp with pipe-like hand holds as a balustrade.

The library had a continuing program of purchasing microforms to provide better service to users with completed or substituted periodical backfiles and other microform collections not affordable, if available, in hard copy and also to free up badly needed space in the stacks. It was obviously desirable to improve the environment of the microform area and to use the space as carefully and effectively as possible. Some colorful wall hangings and a few pieces of carpet improved the appearance a little, but a major redecoration was needed. The library accepted a third-stage proposal of a microform provider of materials and equipment. Carrying out the full plan allowed a one-time removal of materials and equipment to a temporary location for use during the less busy summer session. Further the effect of the completed change emphasized to the users the library's seriousness and concern for providing better and more comfortable service.

The university's Buildings and Grounds Department made the physical renovations at lower cost than an outside contractor would have required. The walls were covered with vinyl-coated gypsum board and painted a greenish off-white and acoustic panels in muted browns, rust, and orange were applied. 328 square yards of brown tweed mixture carpeting were installed on the ramp and over the entire floor. The ramp railing was boxed in and covered with a golden brown carpeting, with two levels of hand holds installed along the side, one at walking height, the other for wheelchair users. A coat and hat storage rack was placed on the upper ramp level to the left of the entrance to the Microform Library.

An acoustic tile ceiling was suspended to eight feet above the floor with recessed lighting. Four foot fluorescent fixtures around the walls of the vault serve as wall washers (light reflects off the wall) and down lights (recessed bulb directs light downward) for concentrated illumination. Fire sensors were affixed to the ceiling and a smoke detector installed near the entrance. A work room for service and repair was enclosed in a corner of the area, with a secure door, and with a sink and storage cabinets for replacement parts, supplies, and housing for the microfiche duplicating machine.

Additional equipment purchased:

Readers Added	Total
20 reel readers	38 reel (motorized)
10 fiche readers (5 older readers replaced)	10 fiche readers
	1 ultrafiche
Some reading machines were modified to accommodate the manually handicapped	4 micro-opaque
	2 reader/printers
	1 fiche-to-fiche copier
	1 X-pert Visual Aid (enlarges print)

Carrels Added	Total
30 (36" x 36" x 51") microfilm readers	42
16 (24" x 36" x 51") microfiche, ultrafiche, micro-opaque	16

Metal conduits bringing electric lines down from the ceiling were inconspicuously placed behind the carrels to supply outlets for the new machines.

Storage Cabinets Added	Capacity	Total	Capacity
20 reel	35,760 of 35 mm	30	1,072,800 reels
5 fiche	16,000 each	21	336,000 fiche

Shelving		
(available in stock)	48 (3 ft. sections)	56 sections
	boxed 6" x 9" micro-opaques	
	8 indexes and bibliographies	

A service desk area was built out from the wall of the center vault with work space for two staff members and lounge seating for several waiting users was made available. Storage space is available near the elevator on the next lower level.

The refurbished library was formally opened May 10, 1978.

The importance of the Boston University facility is that it serves as an example of what can be done with a seemingly impossible area.

Dorothy P. Ladd

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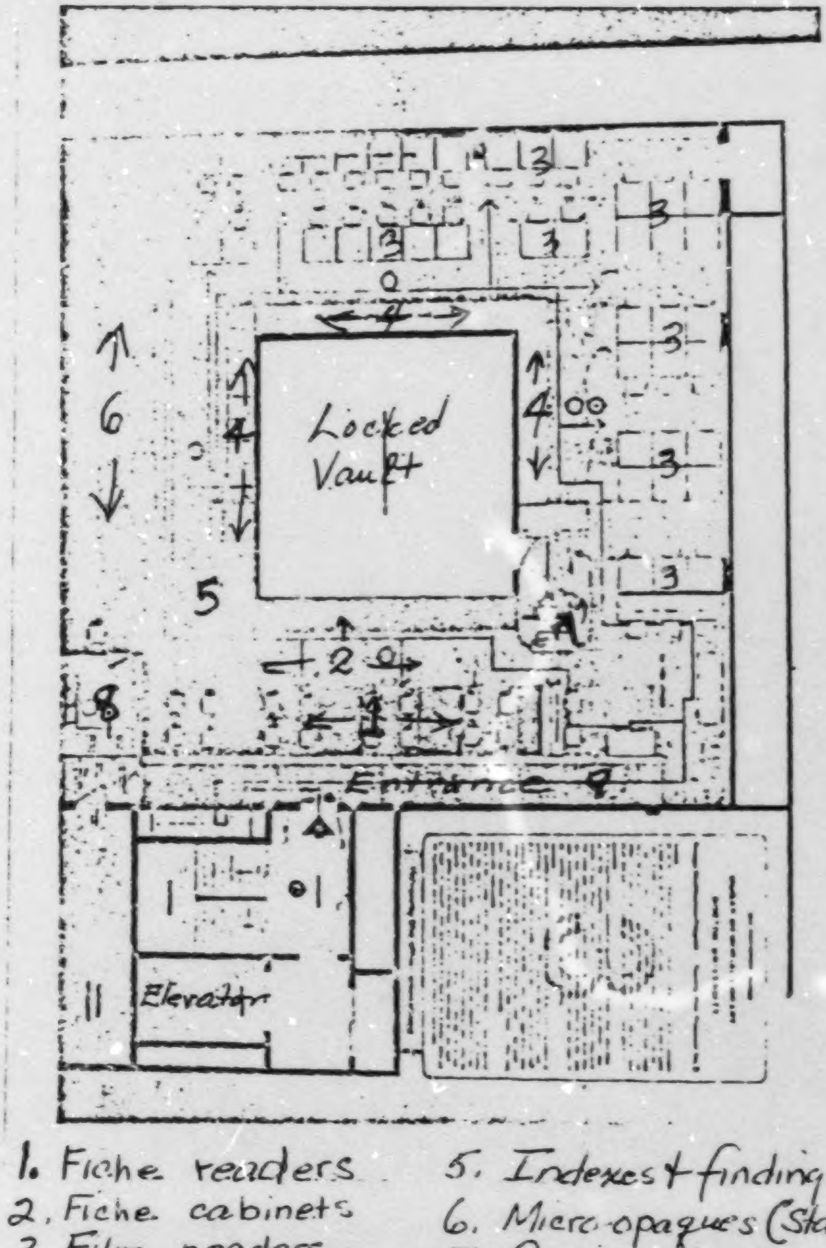
Floor Plan
Equipment, etc.


3
3
3
3
3
3
3
4
Locked Vault
4
4
6
5
2
1
8
7
Entrance
9
Elevator

[illegible]
Mugar Memorial Library + [illegible]

1. Fiche readers
2. Fiche cabinets
3. Film readers
4. Film cabinets
5. Indexes + finding lists
6. Micro-opaques (Standard shelving)
7. Service desk
8. Workroom
9. Ramp - double railing - walking
wheelchair

087

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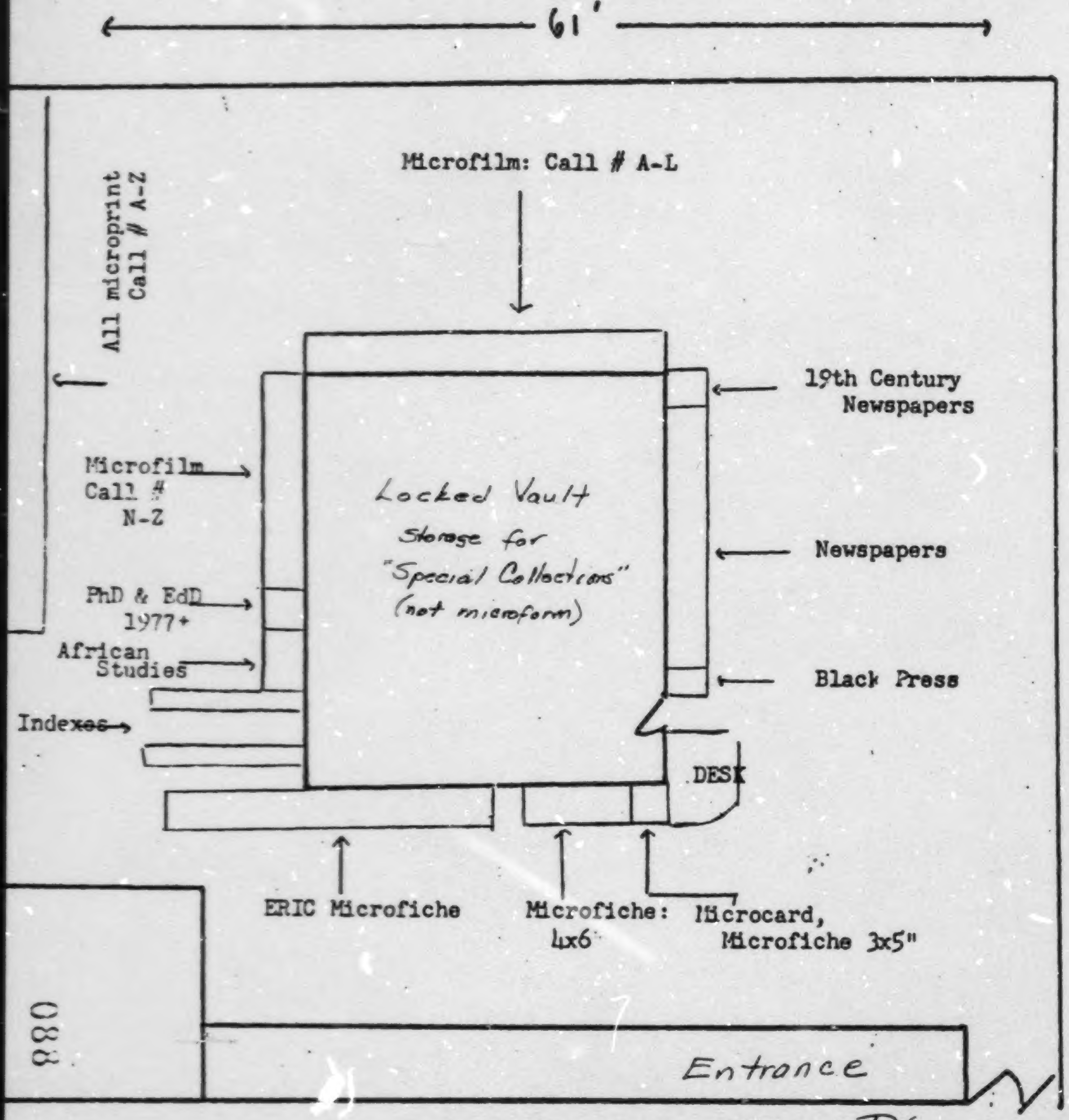
61'
All microprint
Call # A-Z
Microfilm: Call # A-L
19th Century
Newspapers
Microfilm
Call #
N-Z
Locked Vault
Storage for
"Special Collections"
(not microform)
Newspapers
PhD & EdD
1977+
African
Studies
Black Press
Indexes
DESK
ERIC Microfiche
Microfiche:
4x6
Microcard,
Microfiche 3x5"
Entrance

088

Materials Floor Plan
Basement Level

Stored
In Sub-Basement:

1. Early English Books
(1475-1700)
2. American Periodical
Series
3. BU PhD's 1957-1976
EdD's 1970-1976
4. Microfilm M-MT
(All music microfilm)
5. Human Relations Area
File (HRAF)

New York University
10/25/75

Bobst Library. Microform Center Study. Results of a questionnaire reveal transformation in the user-attitudes to microforms.

By Eva Sidhom

During the last two or three decades, as micropublishers mushroomed progressively and microforms constituted parts of all big library collections, the user-attitudes towards them have been the subject of a number of studies. It had become evident through the years that in spite of the great research value of materials in microform,, and in spite of all the other advantages they had for libraries--such as space saving, archival durability, in-depth acquisition of total o.p. subject collections at comparatively economic prices etc. etc.--they were very much under-utilized, and the user acceptance of them was often negative. The goal of the attitude studies made was to determine why this was so and to seek solutions for the underlying causes. The conclusions reached were basically the same: namely that the environmental, comfort, equipment and service-received factors affected students and did not help them overcome the negative attitudes they initially have towards microform.

When the Bobst Library was being built and the Microform Center designed, the planners took into consideration the root causes of the negative attitudes, and deliberately structured a Center that would eliminate most or all of them. The finished Center showed that they did succeed in achieving what they set out to structure. The Microform Center at Bobst is now considered a model Center for librarians to visit and they come to it from all over the world.

When the library was opened in the Fall of 1973 and began being used, it soon became apparent that the efforts, time and planning energy expended to create this model Center were really paying in increased utilization of the center's materials, and in the very substantial increase in the number of its users. This was revealed by the careful statistics kept by the Center and by comparing them with statistics taken in previous years. Furthermore the expression of appreciation and delight spontaneously articulated by some users denoted to us that their attitudes towards microforms were becoming definitely positive.

This summer it was decided to make a study of these attitudes by constructing a questionnaire and requesting some of our users to answer it. These users were selected at random, requested not to sign the questionnaire, and to answer it very freely, making any constructive criticism they wanted or thought would help the Center meet the user needs and correct any condition complained of. As it turned out, the complaints were minimal, and the user attitudes revealed were definitely positive.

The questionnaire consisted of five major questions, each of which was sub-divided into a number of sections-(a sample of it is attached to this paper.)

On the face of it, the questionnaire looks long, but because the user was just requested to check one answer only out of a number of stated possibilities, the time needed to fill it was not more than ten or fifteen minutes, and all those who answered did so gladly and willingly. More than half of them even added expressions of real appreciation, some of which will be quoted at the end; for out of a total of one hundred and twenty answered questionnaire, 77 had comments to make and 43 had no comments. The highly favorable tone of the comments, and of the questionnaire answers altogether, was very impressive and most rewarding to me and all my staff.

Here is a brief report on the results of the questionnaire:

A- Type of user and reason for use (A & D):

Of the users who answered, 4 were Faculty; 9 were visitors; 63 were graduates; and 44 were undergraduates.

This means that the Faculty and visitors together constituted about 11% only while the graduate and undergraduate students constituted 89%. The graduate users outnumbered the undergraduates; and their reasons for use were different. The latter came primarily for assignment preparation or study; the graduates came mostly for research, either intensive or occasional.

B- Frequency of use and average amount of time spent reading microforms per visit (I: B & C):

These varied considerably. Of the 120 users, 55 or about 46% used the Center either seldom or occasionally; while 65 or about 54% used it often--i.e. once a month at least; or frequently--i.e. once a week or more often.

As to the average amount of time spent reading from microforms, 81, or just over two thirds of the respondents, used the Center from a minimum of one hour to over four hours--a rather good testimonial for the users abilities for sustained microfilm 'readers' use; only 39--or just under one third used it less than one hour.

The exact breakdown of the answers in this respect is shown in Table I.

no. of users	App. amount of time spent reading	no. of users	App. amount of time spent reading
3	15 minutes	39	1 hour to 2 hours
12	15 to 30 minutes	28	2 to 4 hours
24	from 30 min. to 1 hour	14	more than 4 hours
Total of 39 users	spent a maximum of one hour	Total of 81	spent one to over 4 hours

TABLE I

C- The second major question of the questionnaire requested any expression of opinion concerning the user's attitude to microforms as a media for research and information-gathering. Five clear-cut, specific statements were given, with five optional columns to be marked for each statement. The results revealed overwhelmingly favorable attitudes to the utilization of microforms, and an appreciation of their value. The last statement (given under E) showed also that 80 of the 120 respondents thought the environment and equipment at the Bobst Microform Center nullified any possible disadvantages microforms may have had in their views.

The attitudes and the number of the positive or negative feelings towards them as revealed in our questionnaire are given in Table II.

	strongly agree	agree	no opinion	disagree	strongly disagree	Tota answe
A. I appreciate microforms because they provide me with otherwise unavailable or inaccessible material.	90	26	3	1	-	120
B. When I find what I want, it makes no difference whether it is in regular form or microform.	31	33	19	31	6	120
C. Working with microforms usually bothers my eyes.	5	28	10	54	23	120
D. The advantages of microforms outweigh the disadvantages.	55	47	12	4	2	120
E. The environment and equipment at the Bobst Center nullify whatever I regarded as disadvantages.	36	44	25	11	4	120

TABLE II

D- The third major question requested an expression of opinion on five considerations that are liable to affect the user-attitudes to microforms:

a. Room comfort; b. Equipment provided; c. The microforms themselves; d. Staff assistance e. Ease of access provided.

Each of these was divided into several items, so as to be thoroughly comprehensive. The very high ratio of those who checked the "excellent","very good" and "good" columns was really amazing, as the figures in Table III reveal.

It will be noted that not all respondents answered all questions either because they had not used the different kinds of machines, or had no

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E- Question IV (A & B) was aimed at finding out how users reacted to our new structured environment, and what they thought of it as compared to:

1. The microform facility in the old N.Y.U. library before the move to Bobst;
2. Other microform facilities they might have used elsewhere.

Tables IV & V show how the questions were worded and the number and type of responses received to them.

A. Did you use the old N.Y.U. microform facility before the move to Bobst Library in (month, year)?

22 yes 95 no

If you answered yes to the above question, please check the box below that best describes your own attitude toward the new N.Y.U. microform facility in the Bobst Library.

	stongly agree	agree	no opinion	disagree	stongly disagree
1. The new Bobst facility is a more pleasant and attractive place to work than the old facility.	18	2	1	1	
2. It is less fatiguing to read from microforms in the new facility.	15	5	2	-	

TABLE IV

B. Have you used microform facilities at other institutes?

56 Yes 53 No

Where? Numerous University, College, Public and special libraries were named by those who answered "yes".

If you answered yes to the above question, please check the box below that best describes your own attitude toward the difference between the Bobst Microform Center and the microform center you previously used.

TABLE V is continued on the next page.

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opinion, or for whatever ungiven reason. Of those who answered, however, there was a preponderance of favorable answers, and the number of unfavorable ones was almost negligible. The answers were given very freely. Many took the questionnaire home and brought it back the next day. No signatures were asked and none were given except by two or three eminent visitors.

	Excellent	Very Good	Good	Only Fair	Poor	Total
A. Room Comfort						
1. General Lighting	35	43	32	8	2	120
2. Lighting in Carrels	39	34	34	11	2	120
3. Chairs Provided	65	35	17	1	2	120
4. Arrangement of Room	44	40	30	4	2	120
5. Air Conditioning	47	35	30	8	1	120
6. Adjustable Carrels	35	30	31	5	3	104
B. Equipment Provided						
1. Evaluation of microfilm readers	45	42	26	3	-	116
2. Evaluation of microfiche readers	24	33	14	2	-	73
3. Evaluation of micro-opaque readers	17	31	13	3	-	64
4. Evaluation of reader-printers	26	30	19	4	-	80
5. Ease of use of machines	48	46	21	5	-	120
6. Quality of images as to:						
a. their clarity	43	43	26	7	1	120
b. legibility						
7. Your sense of comfort while reading	45	40	30	5	-	120
C. The Microforms Themselves						
1. Their Quality	55	35	27	1	-	118
2. Their Condition	53	31	30	-	-	114
D. Staff Assistance Received						
1. Explaining Use of Machines	67	28	16	1	2	114
2. Helping to find Needed Material	56	30	16	3	-	105
3. Explaining Indexes and Finding Aids	55	24	20	3	-	102
E. Ease of Access to Microforms Provided by:						
1. Room Arrangement	53	47	12	2	1	115
2. Degree of Assistance	56	36	17	4	-	113

TABLE III

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	strongly agree	agree	no opinion	disagree	strongly disagree
1. The Bobst facility is a more pleasant and attractive place to work compared to other facilities.	45	10	-	1	-
2. It is less fatiguing to read from microforms in the Bobst facility as compared to other facilities.	40	10	2	4	-

TABLE V

F- The fifth and last question was just a simple request for each respondent's opinion on the Bobst Microform Center and any other personal comments.

This is the way it was worded: " All things considered, what is your opinion of the Bobst Microform Center. You may comment on any of the topics mentioned above or on any other topic you may feel is important. State any suggestions you may have to help us know your needs and serve you better."

Of the 120 respondents, 77 or almost two thirds took the time to answer this question and make comments, and 43 (or just over one third) did not answer at all.

The answers were almost unanimously highly favorable and complimentary both to the Center and the type of service received in it.

They varied in length from a short phrase or sentence to a more elaborate description of personal reaction to the Center and a deep appreciation of having discovered its value. The critical comments or even suggestions for improvement were very few. Since it is impossible to quote all the comments in this report, some statements will be given as samples (The original questionnaires will be kept on file for anybody wishing to take a look at them.)

Here are the samples:

1. "The facilities and staff at Bobst have made microform as pleasant to use as it can be."
2. "Over all the quality is excellent, the staff helpful and the atmosphere perfect."
3. "You are doing a great job..."
4. "The facilities are excellent. The staff is extremely helpful!"
5. "I have been thrilled by the new set-up..."
6. "If I must use microfilm, I'd rather do it here than anywhere else..."
7. "Wonderful place. Staff is always helpful. Materials easily accessible. Just great--no complaints at all!"

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I could go on and on quoting but the seven above quotes give enough of an idea of the general tone of the comments. However, I will end by quoting the only two comments that were signed by the users who made them.

One of them was a visiting professor who has used our Center regularly; and the other was the Vice-President of the Economic Research Institute at 520 Fifth Ave.

Prof. Philip S. Foher of Lincoln University, Penn. typed his questionnaire answers (which he returned by mail). In his comment he said: "I have found the facilities excellent, and am deeply indebted for this assistance and the ability to use the facilities in connection with a number of books I am preparing for publication."

Mr. W. Homer Graham, a former N.Y.U. alumnus and the Vice-President of the E.R.I. wrote in his comment "One of the finest installations of its type in the country, including Washington and NASA.

With these statements I conclude my paper for nothing could express more eloquently the thesis I set out to prove in it.

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Brigham Young University

Selected Portions

LIBRARY USER SURVEY:

Report of the Preliminary Data Analysis

Submitted to:

Douglas P. Bush
Assistant Director
Harold B. Lee Library

Submitted by:

Marianne Warner
Robert E. Keysor
Monte F. Shelley
Adrian Van Mondfrans

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FORWARD

The following is designated as a report of the "preliminary" data analysis of the Library User Survey. The report is so labeled because additional analyses have become desirable in light of the initial analysis, and will be pursued by the DOMI Evaluation Team.

This report satisfies all obligations to the Harold B. Lee Library as described in the proposal (see Appendix A), and is submitted in fulfillment of that agreement. All additional analyses will be conducted by the DOMI Evaluation Team independent of the original agreement and will be reported as they are conducted.

The reader's attention is directed to the several components of this report. The bulk of the data is presented and annotated in the Appendicies of the report. A brief summary of that data is presented in the Results section of the report and should be considered a general statement of the results of the survey as a whole. Specific concerns and interests will be better addressed by referring to the appropriate appendix, where the raw data is presented. The project director or other staff members of DOMI are willing to spend time with appropriate department heads to facilitate specific interpretation of this data relevant to their interests. The reader is cautioned against interpreting the data from any of the appendicies without technical assistance because of the possibility that inordinate attention would be given to any one issue or figure without consideration of the greater context of the study, and would lead to misinterpretation.

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- The Latin American Collection M-49

INDEX . . . .

daily newspapers. Of them, 12% felt the weekly would be adequate, 4% did not.

Demographic Data - Broken down by class level, the Current Periodicals patrons look like this:

Freshman	9%
Sophomore	16%
Junior	23%
Senior	18%
Graduate	8%
Faculty/Staff	1%

Microforms:

Reason for Using - The main reason patrons use the microforms area is for personal genealogical research (73%), followed by genealogical research for a class (21%) and academic research (13%).

Materials Used - The materials most often used by the patrons are census records (51%), the Computer File Index (19%), family group records (22%), LDS church records (21%), newspapers (16%), and county and local histories (14%).

Difficulties - 83% of the patrons reported no difficulty locating microforms materials. 92% have no difficulty operating the microforms reading equipment.

Service - The majority of the patrons rated the service they receive in the Microforms area either "very good" or "good."

Copies - 41% of the patrons are aware that they can get photocopies of microforms in the microforms area.

Separate Card Catalog - Of those who responded, the majority favored the addition of a separate card catalog for the microforms area.

Demographic Data - Of the patrons who use the microforms area, 67% are students, 5% are BYU faculty, 23% are local residents, and 5% are visitors.

Learning Resource Center:

Reason for Using - The reasons given by the patrons for using the LRC were surprising. Non-assigned, class-related study was the most frequent (30%), followed by personal entertainment (21%), personal academic study (19%), and then class-assigned study or testing (13%).

72% of the patrons remain in the LRC to study, 27% check out materials or equipment, 5% use one of the special viewing rooms, and 6% rent equipment.

Activities - While in the LRC, 33% listen to a record or tape that is played for them, 24% listen to a cassette tape they play themselves, 18% use the language practice area, while the remainder of the patrons engage in the other activities at frequencies below 10%.

Length of Stay - LRC patrons do sometimes stay more than two hours (16%), but the majority are there less than one hour (41%) or one to two hours (38%).

Service - 50% of the patrons require assistance at the desk. Of these, the great majority report the staff to be courteous (86%), helpful (83%), friendly (75%), prompt (70%), and able to fill the patrons request correctly (81%). The only substantial complaint was that sometimes they are slow (15%).

Number of Visits - 35% of the patrons use the LRC one to two times per week. 25% use it three to four times per week. 22% use it more than five times per week, while 16% do not usually use the LRC.

To the respondent:

This brief questionnaire is part of a study of the attitudes and activities of users of the Harold B. Lee Library. Please respond to each item on the questionnaire. Then, if you are seated, place the questionnaire to the side of your study area and the student will be back to pick it up in 5-10 minutes. If you are standing, return it to the main desk in this area.

MICROFORMS

1. What is your major purpose for using the microforms section of the library at this time?

   _____Doing personal genealogical research
   _____Doing genealogical research for a college course
   _____Doing other academic research
   _____Doing other non-genealogical personal research

2. What materials have you used this visit?

   _____Newspapers
   _____Eric files
   _____College & university catalogs
   _____Family group records
   _____Periodicals
   _____Census records
   _____Human Relations Area Files
   _____LDS Church Records
   _____Computer File Index
   _____County and local Histories
   _____Other: please specify ______________________________

3. Did you have any difficulties locating the microform materials (microfilm, microfiche or microcards)? _____ Yes _____ No. If yes, what difficulties did you have?

4. Did you have any problems in operating the microform reading equipment? _____ Yes _____ No. If yes, list the major problems.

5. Rate the quality of service you received from the personnel working in this area of the library.

   Very good Good Fair Poor Very poor

   Comments:

6. What suggestions do you have for improving the services and/or facilities in this area of the library?

7. Are you aware that you can obtain photocopies of microforms in this area?
_____ Yes _____ No

8. Would you like a separate card catalogue for microforms?
_____ Yes _____ No

Why?

9. What is your status?

_____BYU student
_____BYU faculty or staff
_____Local resident
_____Visitor

10. Do you find using microforms?

_____Pleasant
_____Difficult to read
_____Unpleasant
_____Nauseating

Thank you for your assistance.

Microforms

Issue #1

What is the major reason the respondents use the microforms section?

Summary of Data:

What is the major purpose for using the microforms section of the Library at this time?

		Percentage
a.	Doing personal genealogical research.	73
b.	Doing genealogical research for a college course	21
c.	Doing other academic research	13
d.	Doing other non-genealogical personal research	6

Issue #2

What materials are used most often by microforms patrons?

Summary of Data:

What materials have you used this visit?

		Percentage
a.	Newspapers	16
b.	Eric files	0
c.	College and University Catalogs	3
d.	Family group records	22
e.	Periodicals	10
f.	Census records	51
g.	Human Relations Area Files	0
h.	LDS Church Records	21
i.	Computer File Index	19
j.	County and local Histories	14
k.	Other:	
	Microfilm	2
	Marriage and birth records	2
	Parish register	2
	Vital records	1
	Soundex	1
	Using the disk (desk?)	1

Issue #3

Do microforms patrons have difficulty locating materials?

Summary of Data:

Did you have any difficulties locating the microform materials (microfilm, microfiche, microcards?)

	Percentage
Yes	13
No	83
No Response	3 or 4

If yes, what difficulties did you have?

1001 "Just unknowledgeable about what's where and how to use it."

1022 "I don't really know what to look for."

2003 "Alot of the newspaper films I wanted are never in the drawers."

2016 "The 920 numbers (Mormon diaries)."

4002 "Just having to learn where everything is."

Issue #4

Do microforms patrons have difficulty operating the microform reading equipment?

Summary of Data:

Did you have any problems in operating the microform reading equipment?

	Percentage
Yes	3
No	92
No Response	4 or 5

If yes, list the major problems:

1006 "Couldn't get microform film right side up."

2002 "Being here most of the time I notice far too many people trying to use the electric machines in the back row who don't know how to use them properly."

Issue #5

How do microforms patrons rate the quality of service they receive?

Summary of Data:

Rate the quality of service you received from the personnel working in this area of the library?

	Percentage
Very good	43
Good	40
Fair	6
Poor	2
Very poor	2
No Response	5 or 7

Comments:

1003 "Sometimes you are unable to find someone."

1011 "Sometimes its hard to locate the personnel when I need them. They're very helpful."

1014 "Are sometimes too busy to help but are very willing to help."

1015 "Need brighter lights in some machines."

1019 "They always have smiles. That's great!"

1020 "I think the microfilms section is great. I'm new at this type of research but I have a good friend helping me."

1022 "They don't make themselves known or available."

2005 "Very nice."

2007 "I enjoy having such a good collection of records close at hand and easy to work with."

2009 "Not enough personnel on duty - one person cannot handle the demands of the public."

2012 "They always seem to brush students off as being very unimportant. I can see this on an assignment but not on our personal work."

2013 "Frankly, they do well considering the various levels of genealogical experience that come in. They've usually been quite helpful face to face - I've called on the phone and not been as nicely treated."

2015 "I think the microfilm addition to the library is very good and very helpful and I enjoy it."

Issue #6

What suggestions do the respondents have for improving services and facilities in the microforms section?

Summary of Data:

> What suggestions do you have for improving the services and/or facilities in this area of the library?

Comments:

1003 "Help me to be aware of what the microforms area has."

1011 "More work tables."

1019 "More consultants."

2008 "Things are improving all the time."

2011 "Keep children out - parents do not control them! They cry, run, scream, etc."

2012 "People who will help."

2016 "Keep machines "in order". Too many 'out of order' signs is discouraging for patrons as well as workers."

4004 "I wish the library was open every Sunday."

4005 "Get people to learn their jobs better - student helpers mainly in knowing what you have available."

4009 "Keep the machines in good operating condition."

4010 "Keep the microfilm machines in better repair. Get updated Daily Herald."

Issue #7

Do the patrons know about the microforms photocopy service?

Summary of Data:

> Are you aware that you can obtain photocopies of microforms in this area?

	Percentage
Yes	41
No	19
No Response	25 or 40

Issue #8

Would microforms patrons prefer a separate card catalog?

Summary of Data:

Would you like a separate card catalog for microforms?

	Percentage
Yes	37
No	6
No Response	36 or 57

Why:

1003 "Quicker location of files."

1008 "Because searching takes time and BYU students need all the time they can get!"

1009 "Don't care."

1010 "Very helpful."

1011 "It would probably be upstairs in this area and would be very convenient."

1012 "More convenient."

1019 "Could help in locating faster."

1021 "It would save time when looking up a particular subject."

1022 "Saves time."

1023 "1) Saves considerable time, 2) many other areas have their own card catalog."

2008 "It would make it easier to use it by the microforms than having to go downstairs."

2009 "Easy availabilty time factor."

2010 "Would be easier."

2012 "It would be easier."

2016 "If they're in the main catalog, that's enough. Why waste money in duplicating it."

4003 "Often you don't find everything you need downstairs in the main card catalog or don't bother to look it up."

4010 "To be able to browse and see what is available. No chance of randomly running across listings in main catalog."

4019 "I think it would be easier to find the things needed."

Issue #9

What is the status of microforms patrons?

Summary of Data:

	Percentage
BYU student	67
BYU faculty or staff	5
Local resident	23
Visitor	5
No Response	24 or 38

Issue #10

How do microforms patrons react to the use of microforms?

Summary of Data:

Do you find using microforms:

	Percentage
Pleasant	38
Difficult to read	22
Unpleasant	2
Nauseating	2

New York University
9/12/75

HUMAN ENGINEERING FACTORS HELP DETERMINE MICROFORM USE IN THE RESEARCH LIBRARY

Arthur C. Tannenbaum
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New York, New York

INDEX TERMS

Microfiche Use Studies
Microfilm Use Studies
Educational Technologies
Microform Information Utilization
Microform Research Utilization
ManMachineSystems

For the last thirty years research libraries have collected microforms, in a limited way, for a variety of reasons. Typically, these reasons included space conservation, collection protection against deterioration, and the unavailability of content in other formats. Again, typically, these purchases were accompanied by some doubt in the minds of library administrators that users were comfortable with the format, especially in regard to extended use.

The last decade has seen microform technology develop potentials far beyond the traditional reasons of acquisition. These potentials include micropublication as an original format such as the ERIC program, microform as logical hard copy substitute for government documents, technical reports and sessional papers and microform as final byproduct of a library COM application (1).

All these reasons have led to the proportion of book budgets devoted to microform acquisition significantly increase in the last few years. Academic library acquisitions, according to the latest figures available (2), reveal a startling increase in microform acquisition. Whereas hard copy acquisitions have remained relatively static, microformat materials purchased between 1968 and 1973 have doubled in the research library setting. Thus, it has become increasingly important that the issue of user acceptance and user comfort be analyzed.

The Association of Research Libraries, alert to this complex issue, requested a study be done, to be performed by Donald C. Holmes (3). The Holmes report identified the following as environmental problems related to user acceptance, here summerized by Robert J. Greene.

"1. Light in microform reading areas was not controlled.
2. Users were not given assistance in loading and unloading reading machines.
3. Reading machines were often in a bad state of repair.
4. Scratches, breaks and smudges were found on microforms.
5. Microforms were sometimes improperly filed.
6. Some reading machines did not project clear images.
7. Reading machines could not be adjusted for height and reading angle (4)."

Library administrators at New York University, in planning a new room for microform holdings, paid particular attention to enhancing the users environment, using the Holmes report as a basis for identifying and solving this problem. They attempted to create environmental conditions, as suggested by Holmes, to increase the acceptance of the microformat by students and faculty.

It was first determined that no facility could be truly successful if library personnel worked seperate from the operation. Removing the microforms from the book collection is beneficial since the physical space can be arranged for seating, noise and light control. Staff support within the area encourages the following activities; assisting users in mounting films on readers, carrying out a machine maintenance program, cleaning films regularly before refiling, efficient storage and retrieval of microforms and allows for additional services to the room besides. These include producing hard copy, making fiche duplicates and guiding the students into the complex of indexes, pamphlets, brochures and guides that are necessary additions to the research microform room. Hard copy is available for any format collected and portable fiche readers, on a loan out basis, continue the approach of making the material as flexible and "carry out" as possible. The film readers utilized project clear images, provide image rotation and have been generally described as satisfactory (5) for research purposes.

The most critical factor in planning the room was attempting to simulate a readers natural posture in book reading. This led to the fabrication of a new film reading carrel, stimulated by a model suggested by Holmes in a later report (6) to A.R.L. The carrel (A), a two station unit, has the following dimensions. Its overall size is 58 inches wide, 66 inches [illegible], 45½ inches high with the table surface 26 inches off the floor. Each station within the unit has a wedge shaped motorized platform; its size is 31 inches front to back, with a front edge that is 35½ inches and a back edge that is 24½ inches. This platform can raise or lower a maximum of three inches, permitting a change in the height and angle of the reading machine screen, which allows the user a customized arrangement for individual comfort requirements. The reading machine can be moved, on the platform, 15 degrees in either direction, providing added mobility. There is additional room for writing, a shelf for film boxes, and a small reading lamp. A secretary chair is surprisingly efficient in generating additional lateral and vertical movement for the user. It also aids in the overall effect desired; to achieve a space between user and reading screen that is dynamic.

CONCLUSION

The University Library has been encouraged with the result of this program. Its experience generally supports the premise that user activity and acceptance via microforms appreciates when care and attention is directed toward the environment. Although the film/fiche collection did not grow substantially during the observed periods, room use statistics increased dramatically when the conditions desired were achieved.

Room count figures for the period October 29, 1973 to January 20, 1974 show 3,660 users. The same twelve week period 1974-75 reveals 6,739 users, an increase of 84.13 per cent. At the same time, user statistics for the library at large demonstrate a less significant increase in activity. The twelve week period 1973-74 shows 147,579 books reshelved, and the same period 1974-75 is 193,029 books reshelved. This is a 31 per cent increase from the previous year.

Along with the increase in activity, the staff reports a general feeling of good will between client and material. It may be possible to conclude that for the academic or serious researcher today, content is more important than format; quick and easy access to information being the prime requisite desired.